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ABSTRACT

This curriculum guide for parent education teachers lists objectives, parent activities and resources for units on infants, toddlers and preschoolers. The unit on infants includes sections dealing with prenatal development and the birth process; appropriate expectations of growth and development; needs of new parents; basic needs of infants; and health and safety needs. The unit on toddlers includes sections on appropriate expectations of growth and development; guiding behavior; needs of the toddler's parents; physiological needs; social and emotional needs; speech and language development; intellectual development; motor development; and health and safety needs. The unit on preschoolers includes sections on appropriate expectations of growth and development; guiding behavior; needs of the preschooler's parents; physiological needs; emotional and social needs; speech and language development; intellectual development; motor development; health and safety needs; and preschool education. Resources listed include films, filmstrips, children's books, readings for parents and teachers, and organizations. (MS)

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Montgomery County Public Schools
Rockville, Maryland

THE GROWING PARENT
THE GROWING CHILD

TITLE III, ESEA

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Montgomery County Public Schools

February 1977

Charles M. Bernardo
Superintendent of Schools

THE GROWING PARENT
THE GROWING CHILD

A Parent Education Curriculum Guide

PS 009250

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Montgomery County Public Schools
Rockville, Maryland

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THE GROWING PARENT — THE GROWING CHILD

INTRODUCTION

The 1970 White House Conference on Children and Youth alerted American educators to the necessity of helping the American family educate its children. Recent research has shown that the family is the primary and most fundamental influence on children. Research has also shown that the first five years of a child's life (those in which most of the child's time is spent with a parenting person) are the most important in terms of the child's social, emotional, and intellectual development.

Until recently, parenting skills were assumed to be something which "came naturally" when the baby arrived. In the past, those parents seeking the skills and knowledge necessary to improve parent-child relationships sought the support and experience of grandparents and other members of the extended family. In today's mobile family, these traditional systems of support are frequently unavailable. It is difficult for the nuclear family to withstand daily responsibilities and even more so for the millions of single parent of divorced parent families. Parents seek information and guidance from books, magazines, television shows, friends, and parent groups. In Montgomery County, the parent education classes offered through the Department of Adult Education, Montgomery County Public Schools, are a significant source of information and support for parents. *The Growing Parent — The Growing Child* curriculum is the basic resource for parent education classes for parents of infants and preschool children.

Parent-Infant classes offer an opportunity for parents and their infants to meet once a week for two hours. The teacher provides learning expeiences for both the parent and infant including opportunities for parents to share common experiences, problems, and feelings.

Parent-Child Development classes are for parents and their children, two through four years of age. Parents participate in activities with their child and teacher in a nursery school classroom for one hour followed by a one-hour discussion session on a topic related to rearing a preschool child. The children remain in the classroom with a teacher aide and two helping parents.

Other county agencies, day care centers, and nursery schools also conduct groups for parents. These organizations have been enthusiastic about the curriculum materials and the parent education training workshops developed by the federally funded Project Parent Outreach in the Department of Adult Education.

The Growing Parent — The Growing Child curriculum is built on a core of normal child growth and development, emphasizing the individuality of children. Topics for discussion include child growth and development, parental needs, and parenting skills. This format is adaptable to the needs of all parents. Parents of children who are handicapped or especially gifted can benefit from learning how their children are both similar or different from typical children. Furthermore, by learning about normal growth and development, other parents will be better prepared to identify possible special needs and abilities of their children at the earliest possible time.

The importance of early identification of special needs of children has been emphasized by federal and state education and health agency personnel, developmental specialists, and educators. The Montgomery County Public Schools Task Force on Early Identification of Student Needs states that "any consideration of an early identification program that began with the school age child was late in terms of the child's development."[1] Parent Education classes and *The Growing Parent — The Growing Child* curriculum seek to help parents be aware of possible special needs of their children at an early age.

There is value in including parents in the identification of special needs of their own children since they usually have the closest contact with that child. If needs are identified at an early age and a remediation program instituted, a child will have the best chance of reaching his potential. However, the parents' view of their child is often subjective — their love, dreams, anxieties, and even their own identity are intertwinced with the image of their child. Thus, instead of asking parents to evaluate their child, they will be asked to record their developmental progress in a log book. In order to do this, a strong background in normal growth and development is necessary, including the range of typical development and behavior, as well as the patterns of development. Parents need assurance that norms are not absolute but can be used as standards of reference. There are certain aspects of development one can affect as a parent and educator and those one cannot.

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[1] Task Force Report: Early Identification of Student Needs and Continuous Assessment of Student Progress, Head Start Through Grade 2, Montgomery County Public Schools, 1973.

It is extremely useful for parents to have a record of their child's growth and development in order to increase their own knowledge and understanding of their child and to help others understand the child. A developmental log book (currently under revision and not included in this guide), similar to a baby book, will give parents an opportunity to record their child's progress as well as provide those who work with a child data about his or her development. It will provide parents with guidelines for typical development and suggestions of available resources if the child's development seems irregular or delayed. Teachers of Montgomery County Public Schools parent education classes will be provided with more specific guidelines for early identification of special needs.

USE OF THE CURRICULUM

The Growing Parent — The Growing Child curriculum has been developed to meet the needs of those working with parents or parenting persons caring for children from birth to five years of age. The curriculum is divided into three units, according to age: Infant (birth-12 months), Toddler (12-30 months), and Preschooler (2½-4 years). Many areas of common concern to parents such as health and safety are presented in all three units. In addition, each unit has material appropriate to the specific age group under discussion, such as reading readiness in the Preschooler unit. The Toddler and Preschooler units of the curriculum may be used concurrently in a Parent-Child Development class (children two through four years of age).

Each unit of the curriculum has more material than can be covered in any one ten-week session (the length of a typical Parent-Infant or Parent-Child Development course). This allows flexibility in choosing topics related to the interest and needs of a particular group of parents. The participation of group members in selecting subject or problems areas is a vital step in the learning process. Parent educators should consider the following points when planning to use *The Growing Parent — The Growing Child* curriculum:

1. The importance of mutual determination of needs and interests as well as mutual establishment of goals and objectives between the group leader and group participants.
2. A safe and accepting atmosphere conducive to sharing personal experiences, problems, and feelings based on established ground rules for discussion.
3. The assessment of the present knowledge of group members, their need for more information, and their comfort in participating in the group; also their willingness to express feelings and their ability to accept other member's feelings without being judgmental.
4. The amount of information, usually two or three basic concepts, group members can absorb in a one-hour discussion session also determines program planning. One subject, such as child guidance, may need four or five sessions to be fully covered.

Thus, the parents are respected as adult learners who have opportunities to participate in choosing those learning experiences most interesting and useful to them.

ORGANIZATION OF THE CURRICULUM

Below is a sample segment of the curriculum format:

GOAL: To Determine Appropriate Expectations of Growth and Development

Objectives	Parent Activities	Resources
Discuss the influence of the following factors on development	Listen to a presentation discussing the influence of heredity, sex, etc.	Pamphlet: *How Children Grow,* NIH

Each unit is divided into several goals. Each goal is a general statement of the desired learning and is divided into specific performance objectives for the parent. The objective is accompanied by a variety of suggested parent and child activities for classroom or home use. Child activities are primarily suggested for teachers to use with the children in class to integrate the demonstration but most may be adapted for parents to use at home. A "‡" indicates these activities.

Specific parent activities which have been selected to assist parents and teachers with early identification of special needs have been labeled by the symbol "§."

Topics and activities relating to specifically desired parenting skills are marked by "★"for the teacher's convenience. These skills include communicating and relating to an individual child, influencing or enhancing positive self concept, providing alternate methods for handling certain situations, and guiding the child's behavior. Suggestions are made for enhancing the child's development. Activities to further develop parenting skills are designed to reinforce the parent's confidence in his or her own abilities and strengths, increase the pleasure of parenting, and reduce some of the anxiety or guilt the parent might feel.

The third column, **Resources**, contains bibliographical information on materials which corresponds to the objectives and parent activities. "†" indicates the most valuable teaching resources. The developmental log book, appendices, and other handouts suggested as resources are currently being revised and are not included in this curriculum guide.

An important part of the learning process is evaluating whether the objectives are being met by the parent and child activities. Parent educators need to assess periodically their effectiveness. This can be accomplished by translating the activities into performance terms. While the purpose of some activities is to transmit concrete information, others are designed to explore the parents' feelings or attitudes. Some ways for parent educators to assess their effectiveness and the relevancy of the topic are to check whether students complete assignments, request additional resources for further learning, and participate in class discussion. Since much of the knowledge is cumulative, several parent activities may need to be covered to accomplish one objective. It is especially important for the educator to assess frequently and review what the students have learned.

THEME OF THE CURRICULUM

A young child spends most of his preschool years at home. Thus, the primary responsibility for establishing the foundations of emotional, social, intellectual, motor, and physiological development falls upon the parents. It can be a trememdous responsibility as well as a tremendously joyful and rewarding experience for both parents and child.

The basic theme of the curriculum is to recognize and understand the basic needs of both parent and child. One goal in each unit addresses specifically the needs of parents as people. Becoming a parent for the first time often involves dramatic changes. The marital relationship is affected; responsibility for a young child may mean changes in lifestyles, work patterns, and use of leisure time. Finding time to be alone with one's spouse may be difficult. These complex factors also enter into the parents' relationship with the child. The authors believe that parents are better able to meet the needs of their children when their own needs are being met.

The Department of Adult Education hopes that this curriculum will also serve as a primary resource to help:

1. Both parents and teachers gain knowledge and insight into the patterns of child growth and development that are accepted as "typical."
2. Parents develop effective parenting skills.
3. Parents and teachers participate, each in their own capacities, to be identifiers of special needs for enrichment or for special professional consultation on programs.

The Growing Parent — The Growing Child curriculum is designed to increase parents' understanding of themselves and their children. This increased understanding plus the development of skills to recognize and manage needs and behavior in the early years will enhance the total parent-child relationship and the foundations of future development.

INFANT
(Birth-12 Months)

GOAL: To Understand Prenatal Development of the Infant and the Birth Process

Objectives	Parent Activities	Resources
Describe conception and the three major stages of prenatal development, i.e., ovum, embryo, fetus.	View film: *When Life Begins.* Listen to a lecture describing conception and prenatal development. Read selections on prenatal development. Read *Pregnancy, Birth and the Newborn Baby,* chapters 3, 4, 5, 6.	Film: *When Life Begins,* McGraw-Hill. †Books: Smart, Mollie, and Smart, Russell. *Children: Development and Relationships,* pp. 9-86. †Stone, L. Joseph, and Church, Joseph. *Childhood and Adolescence,* pp. 3-53. †The Boston Children's Medical Center, *Pregnancy, Birth and the Newborn Baby.* Flanagan, Geraldine. *The First Nine Months of Life.* Nilsson, Lennart, *et. ál. A Child Is Born.* †Pamphlet: *Pregnancy in Anatomical Illustrations,* Carnation Company.
Discuss the impact of pregnancy — physically and emotionally on mother, father, and other siblings. 1. Physical changes in mother	View filmstrip: *Nine Months To Get Ready.* Describe changes that take place and corresponding adjustments in routine. Discuss feelings about changing daily routines to meet the physical needs of mother and unborn child, i.e., diet, smoking, exercise, sex, rest. Read *Pregnancy, Birth and Family Planning,* chapters 3, 4, 7.	Filmstrip: *Nine Months To Get Ready,* from the series The Economics of Parenthood, Parents' Magazine Films. †Pamphlet: *Prenatal Care,* DHEW. †Books: Guttmacher, Alan. *Pregnancy, Birth and Family Planning.* Brisbane, Holly E. with Riker, Audrey Palm. *The Developing Child,* pp. 27-35.
2. Emotional impact of pregnancy on the family	Participate in a discussion on the feelings of various family members toward mother's pregnancy. View filmstrips: *Beginning of Family* and *The Emotional Impact.* Role play the reaction of an older sibling to different ways of hearing about the pregnancy of mother. Read to a young child a book about having a new baby in the family. Discuss how a pregnant woman often has increased dependency needs: how this is communicated; and how it affects spouse and significant others. Discuss expectant parents' feelings about the pregnancy and their expectations for the infant.	Filmstrips: *Beginning of Family* and *The Emotional Impact,* from the series Prenatal Care: Preparing for Parenthood, Parents' Magazine Films. Children's Books: Stein, Sara. *That New Baby.* Jarrell, Mary. *The Knee Baby.* Greenfield, Eloise. *She Come Bringing Me That Little Baby Girl.* Holland, Viki. *We Are Having a Baby.*

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†Excellent teacher resource

Objectives	**Parent Activities**	**Resources**
Relate factors in prenatal care which influence fetal development.	Discuss the factors and routines influencing fetal development over which the pregnant mother has control. HOME: Keep a long of daily routines and show how they may influence prenatal development.	
1. Health Care	View filmstrip: *Care for Two: Baby and You.* Discuss criteria for choosing a physician (obstetrician or pediatrician). Review procedures occuring during prenatal visits to the physician.	Filmstrip: *Care for Two: Baby and You.* Pampers. Pamphlets: Cole, William, *The Right To Be Well Born,* DHEW. Brody, Jane. *How a Mother Affects Her Unborn Baby,* NIH. *Be Good To Your Baby Before It Is Born,* The National Foundation/March of Dimes.
2. Maternal Nutrition	Listen to a presentation by nurse or nutritionist. Read related material in pamphlets. Chart present daily diet. Plan a daily diet appropriate for a pregnant woman.	†Pamphlets: *Foods For The Mother-To-Be,* Montgomery County Health Department. *Maternal Nutrition and the Course of Pregnancy: Summary Report,* DHEW. Chart: "A Good Pregnancy Diet," Pampers. Book: Williams, Phyllis. *Nourishing Your Unborn Child.*
3. Effect of Chemicals and Radiation	Read materials about effects on the unborn child of: Smoking Drugs Alcohol Radiation Participate in discussion on the possible effects of smoking, drug use, etc., on an unborn child.	Pamphlets: *Genetic Counseling and Birth Defects: The Tragedy and the Hope,* The National Foundation/March of Dimes.
4. Parental Age	Listen to a presentation on the possible effect a mother's age may have on the unborn child and the mother.	
5. Maternal Illness	Listen to a nurse discuss the symptoms and treatment of VD, effects of German measles, diabetes, hypertension, etc., on the mother and the unborn child.	

Objectives	Parent Activities	Resources
Relate the effect of the birth process on parent and child in the following:		
1. Labor and delivery	Read selections on various methods of delivery. Listen to a nurse discuss delivery procedures. Discuss the pros and cons of the following issues: Anesthesia Father participation Hospital or home delivery Rooming-in	†Books: The Boston Children's Medical Center, *Pregnancy, Birth and the Newborn Baby*, chapters 7-9. †Guttmacher, Alan. *Pregnancy, Birth and Family Planning*, chapters 12-15. Bing, Elizabeth. *Six Practical Lessons for an Easier Childbirth.* Ewy, Donna, and Ewy, Roger. *Preparation for Childbirth.* Bean, Constance. *Methods of Childbirth.* LeBoyer, Frederick. *Birth Without Violence.* Organizations: American Society for Psychoprophlaxis in Obstetrics. Childbirth Education Association. Parent and Child.
2. Factors (prematurity, type of birth, etc.) during delivery which affect the child	Read about how premature birth can affect an infant in *Pregnancy, Birth and the Newborn Baby*, chapter 18.	Pamphlets: *Your Premature Infant*, Ross Laboratories. *Let's Talk About Your Premature Baby*, Mead-Johnson Laboratories.

GOAL: To Determine Appropriate Expectations of Growth and Development

Objectives	Parent Activities	Resources
§Discuss the influence of the following factors on development: 1. Heredity 2. Sex 3. Environment	**Note to Teacher:** It is suggested that the "Developmental Log Book" be given to each parent at the beginning of the parent education course. See curriculum introduction and *The Growing Parent — The Growing Child* "Developmental Log Book." Listen to a presentation discussing influence of heredity, sex, and environment (e.g., nutrition, exercise, illness, emotions, parents). Read *How Children Grow.* Read *A Child's Mind,* chapters 2, 3, 17. Discuss factors a caregiver can influence. Write observable characteristics of infants at varying points on a continuum indicating the importance of environment or heredity on the development of each characteristic, e.g., sex, eye color, activity level, I.Q., stubborness, irritability, affectionate, body build.	Handout: "Developmental Log Book." †Pamphlet: *How Children Grow,* NIH. †Books: Beadle, Muriel. *A Child's Mind.* Hurlock, Elizabeth, *Child Development,* chapter 4. Gesell, Arnold, *et. al. Infant and Child In The Culture of Today,* pp. 17-31. Church, Joseph. *Understanding Your Child From Birth to Three,* pp. 142-160.
§Define the following five developmental areas: 1. Physiological 2. Motor 3. Intellectual 4. Social 5. Emotional	Listen to a presentation defining the five developmental areas.	
§Discuss the interrelationship of the five developmental areas.	Read about and discuss the relationship among five developmental areas. Handouts. Using the puzzle on the five developmental processes, list in a group discussion the corresponding developmental needs on a blank puzzle form. Discuss how success and satisfaction in one area of development lead to success and satisfaction in another. Give examples from your own experience. Read *What We Can Learn from Infants,* pp. 8-24. **Note to Teacher:** Point out to the parent group that throughout the course you will be suggesting ways to enhance development through diet, exercise, emotional satisfaction, etc.	Handouts: "The Five Developmental Areas" and "The Five Developmental Areas Puzzle." †Pamphlet: Dittman, Laura (ed.). *What We Can Learn from Infants.*
§Describe the typical characteristics of the neonate.	Look at pictures of newborns in class; discuss their appearance and your expectations. Read and discuss "Characteristics of the Neonate" handout.	Pamphlets: *Your Baby's First Year,* DHEW. *Infant Care,* DHEW, pp. 28-30. Handout: "Characteristics of the Neonate."

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§Objective and parent activities relating to early identification of special needs.

Objectives	Parent Activities	Resources
	Read related materials on characteristics of the newborn. View film: *Newborn.* Discuss in terms of the abilities and individual differences observable in newborn babies. View filmstrip: *The New Arrival.*	Books: Caplan, Frank. *The First Twelve Months of Life,* pp. 15-36. †Brazelton, T. Berry. *Infants and Mothers,* pp. 1-70. Stone, L. Joseph, and Church, Joseph. *Childhood and Adolescence,* chapter 1. †White, Burton L. *The First Three Years of Life.* Film: *Newborn,* Johnson and Johnson. Filmstrip: *The New Arrival,* from the series The First Eighteen Months: From Infant to Toddler, Parents' Magazine Films.
§Describe the characteristics of the 3-month-old infant.	Read and discuss "Characteristics of the 3 Month Old" handout. Study the charts on steps in baby's physical maturation and motor development, mental, social, and emotional growth. Note and discuss the concept of the sequence of orderly development. **Note to Teacher:** It is vital to stress to parents that the orderly sequence of development is as important as the age a milestone is achieved. Emphasize this fact in all stages of development.	Handout: "Characteristics of the Three Month Old." Charts: "Steps in Baby's Physical Maturation and Motor Control," "Baby's Social and Emotional Growth (birth to 6 months)," "Baby's Mental Growth (birth to 6 months)," Pampers. Books: Caplan, Frank. *The First Twelve Months Of Life,* pp. 37-95. Brazelton, T. Berry. *Infants and Mothers,* pp. 98-147. Gesell, Arnold, *et. al Infant and Child in the Culture of Today,* pp. 90-105. Stone, L. Joseph and Church, Joseph. *Childhood and Adolescence,* pp. 58-64. White, Burton L. *The First Three Years of Life,* chapters 3, 4.
§Describe the characteristics of the 6- to 8-month-old child.	Read and discuss "Characteristics of the 6-8 Month Old" handout. View and discuss film: *Child Watchers.* View and discuss filmstrips: *Discovering the World* and *Making Friends With the Family.* Study charts on motor, mental, social-emotional growth. Observe infants playing with blocks or cups for motor coordination. Describe abilities. Observe and discuss infant's reactions to adults other than parent in classroom.	Handout: "Characteristics of the 6-8 Month Old." Film: *Child Watchers,* McGraw-Hill. Filmstrips: *Discovering the World* and *Making Friends with the Family* from the series The First 18 Months: From Infant to Toddler. Books: Caplan, Frank. *The First Twelve Months of Life,* pp. 129-232. Brazelton, T. Berry. *Infants and Mothers,* pp. 148-256.

Objectives	Parent Activities	Resources
	Observe and record infant's attempts at speech and communication. Discuss beginnings of language development and communication. Listen to a presentation of developmental tasks at this age level. Observe own child for examples of development in working at various tasks. §**Note to Teacher:** Remind parents to track their child's development and record their height and weight in log book.	Gesell, Arnold, *et. al. Infant and Child in the Culture of Today*, pp. 106-113. Stone, L. Joseph, and Church, Joseph. *Childhood and Adolescence*, pp. 64-75. White, Burton L. *The First Three Years of Life*, chapter 5.
§Describe the characteristics of the 9- to 11-month-old child.	**Note to Teacher:** The activities recommended for the 6- to 8-month-old child can be used to discuss the 9- to 11-month old child. Read and discuss "Characteristics of the 9-11 Month Old" handout.	Handout: "Characteristics of the 9-11 Month Old." Books: Stone, L. Joseph, and Church, Joseph. *Childhood and Adolescence*, pp. 75-85. †Brazelton, T. Berry. *Infants and Mothers*, pp. 203-257. Caplan, Frank. *The First Twelve Months of Life*, pp. 186-230. Gesell, Arnold, *et. al. Infant and Child in the Culture of Today*, pp. 114-121. White, Burton. *The First Three Years of Life*, chapter 6.
§Discuss the characteristics of the 12-month-old child.	Develop chart showing major milestones of development in first year of life. Read as a summary "The Average Level of Development at Different Ages" handout. §**Note to Teacher:** Remember to periodically assess with your students the effectiveness and relevancy of your teaching.	Handout: "The Average Level of Development at Different Ages." Books: Brazelton, T. Berry. *Infants and Mothers*, pp. 258-282. Caplan, Frank. *First Twelve Months of Life*, pp. 234-251. Gesell, Arnold, *et. al. Infant and Child in the Culture of Today*, pp. 122-129.
Preview the child's development in the second year of life.	View filmstrip: *From One to Two: The Toddler Emerges.*	Filmstrip: *From One to Two: The Toddler Emerges* from the series How an Average Child Behaves — From Birth to Age Five, Parents' Magazine Films. Books: White, Burton. *The First Three Years of Life*, chapter 7. Brazelton, T. Berry. *Toddlers and Parents.* †Church, Joseph. *Understanding Your Child from Birth to Three.* Newman, Barbara, and Newman, Phillip. *Development Through Life*, chapter 2. Fraiberg, Selma. *The Magic Years*, chapter 2.

Objectives	Parent Activities	Resources
	Listen to a panel of mothers on what it is like to be a mother of a toddler and discuss your own expectations after listening to the panel.	Newsletter: "Growing Child" series, Dunn and Hargitt.
	Do an expectation exercise on "What I Expect As a Parent This Coming Year."	
Describe how behavior usually changes in a patterned, predictable manner.	Listen to a presentation discussing various patterns of behavior, e.g., equilibrium vs. disequilibrium. Give examples from your own observations.	Books: Ilg, Frances L., and Ames, Louise Bates. *Child Behavior.* Gesell, Arnold *et. al. Infant and Child in the Culture of Today.*
Discuss the following factors affecting individual differences in growth and development: 1. Rate 2. Pattern 3. Heredity 4. Environment 5. Cultural Differences 6. Ordinal position in family	Read selections from *Infants and Mothers,* pp. 1-70 and *Your Child Is a Person,* pp. 31-49.	†Books: Brazelton, T. Berry. *Infants and Mothers.* †Chess, Stella, *et. al. Your Child Is a Person.*
	Listen to a presentation summarizing theories on individual personality and activity level differences present from birth.	Stone, L. Joseph, and Church, Joseph. *Childhood and Adolescence,* pp. 35-45.
	Review inherited and environmental factors influencing development.	Gesell, Arnold, *et. al. Infant and Child in the Culture of Today,* pp. 31-46.
	Observe differences in activity level, restlessness, etc. in several infants.	
	Discuss which differences might be due to heredity, which to environment.	Handouts: "Origins of Personality." "Individuality in Newborns."
	Listen to a presentation explaining Stella Chess' *Nine Categories of Reactivity in Infants.* See Appendix "Individuality in Children.".	†Appendix: "Individuality in Children."
	View and discuss film: *The Fussy Baby.*	Film: *The Fussy Baby,* Rocom.
	Write observable characteristics of infants at varying points on a continuum indicating the importance of environment or heredity on the development of each characteristic.	
	Participate in a discussion on the importance of accepting your child's individual pattern and personality. What are the possible results in forcing change?	
	View film: *Four Families.* Discuss the effect of cultural differences on childrearing practices.	Film: *Four Families,* McGraw-Hill.
	Listen to a presentation on Adlerian theory of personality based on ordinal position in family. See Appendix.	Appendix: "Ordinal Position in the Family and Personality."
	HOME: Fill out a profile of own child in terms of size, eating patterns, sleeping patterns, activity levels, etc, in your developmental log book.	Handout: "Developmental Log Book."

Objectives	Parent Activities	Resources
§Identify and track patterns of growth and development of an individual child.	Participate in discussion on the importance of following a child's developmental progress. HOME: Complete "Infant Individuality" handout. Discuss findings with class. **Note to Teacher:** This logging should be a continuing process — remind parents frequently to use record. This can be a major source of early identification of special needs.	Handout: "Infant Individuality."

GOAL: To Understand the Needs of New Parents

Objectives	Parent Activities	Resources
Recognize the special physical and medical needs of the new mother.		
1. Recovery from pregnancy and childbirth	Discuss changing needs for rest, exercise, and nutrition after delivery. Study and practice postnatal exercises.	†Book: The Boston Women's Health Book Collective. *Our Bodies, Ourselves*
2. Family planning and spacing	Read about various birth control methods.	Pamphlets: *After My Baby — What?,* Searle and Co. *A Guide to the Methods of Postponing or Preventing Pregnancy,* Ortho Pharmaceutical Corp.
Identify the psychological needs of new parents.	Fill out and discuss "Views of Self and Family Roles" — my roles, interests, activities in terms of how I see myself, am I meeting my personal needs. Handout.	Handout: "Views of Self and Family Roles." Book: Westlake, Helen. *Children,* chapter 3.
1. Parent's need to still be recognized as an individual	In pairs or alone, list needs specific to new parents. Share with the group. See Appendix "Parental Needs."	Appendix: "Parental Needs."
2. Adapting to the new role of a mother or father	Discuss: "Is being a parent what you expected to be — How different, worse, better, etc." What feelings are generally recurrent about your new job?	
	Read *The Mother Person,* chapters 3, 4, 5. Identify five personal goals for self-development and how and if they can be reached during this stage of life. Discuss how parenthood affects one's self-concept.	Book: Barber, Virginia, and Skaggs, Merrill. *The Mother Person.*
	Read *Working Mothers,* chapters 3, 4, 5. Participate in a discussion on working parents.	†Books: Curtis, Jean. *Working Mothers.*
★Relate ways in which one's relationship with spouse and other individuals may change.	Participate in a discussion about new relationship and lifestyle changes, i.e., new responsibilities, sexual relationships, etc. Read *What Now? A Handbook for New Parents.* **Note to Teacher:** It is ideal to have both parents present for this discussion.	†Sheehy, Gail. *Passages: Predictable Crises in Adult Life.* †Book: Rozdilsky, Mary Lou and Banet, Barbara. *What Now? A Handbook for New Parents.*
1. Recognizing and meeting the needs and feelings of one's spouse	Participate in a discussion on "Finding time for each other."	

★Objective and parent activities relating to parenting skills.

Objectives	Parent Activities	Resources
2. Communicating needs and feelings to one's spouse	Discuss the importance of communicating feelings to one's spouse. Read *Peoplemaking*, chapters 4, 5, 9. Listen to lecture/demonstration of communication techniques, i.e., active listening and I-messages. Practice and role play. Discuss whether there are specific male or female roles in a marriage; what areas are unique, which interchangeable?	Books: Satir, Virginia. *Peoplemaking*. O'Neill, Nena, and O'Neill, George. *Open Marriage: A New Life Style for Couples*. Dreikurs, Rudolf. *The Challenge of Marriage*. Article: Seidenberg, Robert. "Redefining 'His' and 'Hers,' A Psychiatrist Speaks on Changing Family Roles," p. 26, *Parenting*, The Association for Childhood Education International.
3. Sharing responsibilities	Discuss how sharing responsibilities can enhance relationship and communication with spouse. Read *Working Mothers*, chapters 5, 8. Read "Communication Skills" handout. View filmstrip: *Parenting: Fathers, Mothers, and Others*. Do expectations exercise — try in class HOME: Do expectations exercise with spouse. See Appendix. **Note to Teacher:** Extend an open invitation for fathers and grandparents to visit classes. This seems to create new understandings and sharing among family members.	Handout: "Communication Skills." Filmstrip: *Parenting: Fathers, Mothers and Others*, J. C. Penney Co. Appendix: "Expectations Exercises."
4. Relating to parents and in-laws	Listen to a presentation with diagrams on transactional analysis — three ego states of parent, adult, child. Discuss in terms of a person playing all three roles at different times — you are still your mother's child, etc. Read *Born to Win*, chapters 5, 6. Read chapters in *Peoplemaking* on relating with extended family. Discuss your parents' need to be a part of the new situation with the infant. Describe situations where you and your parents or in-laws differ on approaches to childrearing. Listen to a presentation on "I-messages" for communicating feelings. Practice sending "I-messages." Handout.	†Books: James, Muriel, and Jongeward, Dorothy. *Born To Win*. Harris, Thomas. *I'm OK, You're OK*. †Satir, Virginia. *Peoplemaking*. Gordon, Thomas. *Parent Effectiveness Training*, chapters 6 and 7. Handout: "Using I-Messages."

Objectives	Parent Activities	Resources
	Discuss alternative methods of communication.	
	Discuss the significance of grandparents in the family and the contribution they make to infant and child.	Article: Winick, Mariann. "Grandpa in the Nursery," *Parenting*, The Association for Childhood Education International, pp. 21-25.
Discuss fatherhood — its meaning and importance.	**Note to Teacher:** Fathers should be included in all aspects of curriculum. An evening session with fathers is an excellent idea when possible.	
	Read *How To Father*, chapters 1 and 3.	Books: Dodson, Fitzhugh. *How To Father*.
	Develop a functional definition of the word "father."	†Westlake, Helen. *Children*, pp, 44-54.
	Listen to a panel of fathers discuss what fatherhood means to them.	†Biller, Henry, and Meredith, Dennis. *Father Power*.
	Discuss what role a father may take in raising an infant; why an infant may act differently with his father than he does with his mother.	†Lynn, David B. *The Father: His Role in Child Development*.
	Participate in a discussion on father's needs and conflicts involved with being a husband, parent, and wage earner.	Book: McGrady, Mike. *The Kitchen Sink Papers*.
	Fathers: Discuss what it would be like to be home all day as a househusband.	
Relate special considerations in families where both parents work.		
1. The working mother	Discuss and list in small groups the pros and cons of both parents working. Consider psychological needs of parent and child (including the age of the child), finances, physical demands of being a parent, worker, and taking care of the home.	
	Read *The Mother Who Works Outside the Home; Working Mothers*.	Books: Olds, Sally. *The Mother Who Works Outside the Home*. †Curtis, Jean. *Working Mothers*. Hoffman, Lois and Nye, F. Ivan. *Working Mothers*.
	Discuss alternatives to full-time job, school, or child care, e.g., volunteer work creative work, part-time job, academic, recreational classes.	
	Read chapter 17 in *Your Child Is a Person*, "The Working Mother: Not Guilty" and discuss.	Chess, Stella, *et. al. Your Child Is a Person*.

Objectives	Parent Activities	Resources
2. Child care	Review different kinds of child care and discuss how child care may affect the infant. Discuss feelings (guilt, shame, relief) parents may have when giving up child care responsibilities to others. **Note to Teacher:** See section on day care. Listen to a panel of parents who have outside jobs and those who are at home with the infant; and discuss their lifestyles; whether they would prefer switching roles; how they manage time, responsibilities, etc.	

GOAL: To Understand the Infant's Basic Needs

Objectives	Parent Activities	Resources
★Identify the psychological factors which influence feeding.	View filmstrip: *Food and Love.*	Filmstrip: *Food and Love: Food Misunderstood* from the series Love and Identity. Parents' Magazine Films.
1. Emotional needs of the infant	Participate in a discussion about the following: What emotional and intellectual needs of the infant can be met during the feeding process?	
	Note to Teacher: Refer to the section on Infant's Social-Emotional Needs.	
	Read "Infant Feeding," handout.	Handout: "Infant Feeding."
	Read *The Roots of Love,* pp. 43-50; *The Natural Way To Raise a Healthy Child,* chapter 3.	†Books: Arnstein, Helene. *The Roots of Love.* Akmakjian, Hiag. *The Natural Way To Raise a Healthy Child.*
	Discuss demand vs. scheduled feedings.	
2. Individual differences	Listen to a presentation and discuss in small groups individual differences in amount of food consumed, interest in food, etc.	
3. Emotional needs and expectations of the mother	Participate in a discussion on how I feel when baby eats a lot, is not interested in eating, plays with his food. Are my needs as a parent being met?	
4. Emotional needs and expectations of the father and siblings	Role play a situation in which the mother is involved in baby feeding, with father and older sibling trying to get into act; discuss feelings.	
5. Components of a healthy feeding environment	Evaluate the feeding environment in your own home. Are there any changes that could be made? Handout.	Handout: "Checklist for Home Feeding Environment."
Discuss the nutritional needs of the infant, 0-3 months.	Discuss: "How Much Food Does My Infant Really Need?"	†Handout: "Infant Feeding."
	Read "Infant Feeding."	
1. Breast feeding and bottle feeding	Discuss the advantages and disadvantages of breast feeding and bottle feeding, considering the following: nutritional value, psychological effects on mother and father, scheduling convenience, and economy.	Book: The Boston Children's Medical Center, *Pregnancy, Birth and the Newborn Baby.* pp. 289-329.
	Note to Teacher: It is important to balance a presentation on breast and bottle feeding so as not to induce guilt in a mother.	Pamphlet: Center for Science in the Public Interest, *White Paper on Infant Feeding Practices,* pp. 1-9.
	Listen to or participate in a panel discussion on breastfeeding vs. bottlefeeding.	†Books: Eiger, Marvin, and Olds, Sally. *The Complete Book of Breast Feeding.* *The Womanly Art of Breastfeeding,* LaLeche League. †Pryor, Karen. *Nursing Your Baby.* Organization: La Leche League.

Objectives	Parent Activities	Resources
2. Nutritional needs of breast feeding mother	Read about the nutritional needs of the breast feeding mother.	Pamphlets: Warner, Marie, and Gilbert, Miriam. *A Doctor Discusses Breast Feeding*, pp. 30-38, Budlong Press. *Feeding Your Baby at Your Breast*, National Dairy Council.
3. Eating patterns	Discuss: 1) How does a parent know when a child has had enough to eat, 2) The difference between the need for nourishment and the need to suck, 3) How often does an infant need food, 4) When an infant cries, what else besides hunger could be motivating him.	Books: *Child Care*, Rocom, pp. 123-136.
	View film: *The Fussy Baby*.	Film: *The Fussy Baby*, Rocom.
	Discuss the causes and management of colic.	Books: Spock, Benjamin. *Baby and Child Care*.
	Read *Baby and Child Care*, sections 292-294. *Infants and Mothers*, pp. 66-67.	Brazelton, T. Berry. *Infants and Mothers*.
Discuss the factors which affect the nutrition of the infant 3-6 months.	Refer to growth chart in log book and discuss growth during first year of life. Handout.	Handout: "Developmental Log Book."
1. Basic nutritional needs	Listen to a presentation on the nutritional needs of the infant 3-6 months old.	
	Read related materials on introducing solid foods.	
	HOME: Talk with pediatrician and report back on when solid food and different food groups should be introduced.	
	Note to Teacher: This is a controversial topic. Be prepared for a diversity of opinions.	
	Discuss in small groups your feelings about introducing solid foods, response to outside pressure, baby's reactions.	
	Read cookbooks describing preparation of foods for babies.	†Books: Kenda, Margaret, and Williams, Phyllis. *The Natural Baby Foods Cookbook*.
	Prepare foods in class using a food grinder.	†Castle, Sue. *The Complete Guide to Preparing Baby Foods at Home*.
	Listen to a presentation on the advantages and disadvantages of commercial baby food.	
	Prepare a sample daily menu for a baby including the amount offered.	
2. Eating patterns	Discuss how an infant's eating patterns affect the family eating patterns and other daily activities.	
	Discuss how family eating habits influence the development of the infant's eating habits.	

Objectives	Parent Activities	Resources
Discuss the factors which affect the nutrition of an infant 6-12 months.		
1. Basic nutritional needs	Refer to charts on physical growth in your "Developmental Log Book" handout. Listen to a presentation and discuss types and preparation of solid foods for babies 6-12 months.	Handout: "Developmental Log Book."
2. Eating Patterns	Read and discuss changes that take place at this age in eating patterns, i.e., some self-feeding, use of a cup, teething, and the effect of the consequential increased independence of baby and parent. Discuss the emotional and physical effects of a night bottle. (The milk tooth syndrome). Discuss the advantages and disadvantages of continuing breast and bottle feeding at this age.	†Pamphlet: Center for Science in the Public Interest, *White Paper on Infant Feeding Practices,* pp. 10-16. Books: Brazelton, T. Berry. *Infants and Mothers,* pp. 102-103. The Boston Children's Medical Center, *Child Health Encyclopedia,* pp. 17-34. Brisbane, Holly E., with Riker, Audrey Palm. *The Developing Child,* pp. 101-113. Book: Eiger, Marvin, and Olds, Sally. *The Complete Book of Breastfeeding,* chapter 10.
	Read and discuss: "Infant Feeding" handout.	Handout: "Infant Feeding."
★ Discuss other developmental needs through the feeding experience .	Discuss how feeding your child can promote general development in terms of: 1. Infant's developing senses 2. Parent and child interaction 3. Opportunity for infant to make choices In small groups, develop lists of important factors, techniques to use, etc. (according to age of baby) that can be used to promote development during feeding time (discuss in terms of emotional, social, motor, and intellectual development). Discuss how feeding may be affected by development in other areas, i.e., child may be so busy playing with hands and fingers that child is not interested in eating. HOME: Try out techniques discussed in class. Report back to class.	
Discuss infant's bowel and bladder habits.	Listen to a speaker describe types and patterns of elimination, significance of possible changes and how to deal with them.	

Objectives	Parent Activities	Resources
1. Types and patterns of elimination	Read *Baby and Child Care*, pp. 172-175. Read *Infant Care*, pp. 16-17. Study and discuss "Your Infant's Bowel and Bladder Habits" handout.	Book: Spock, Benjamin. *Baby and Child Care.* Pamphlet: *Infant Care*, DHEW. Handout: "Your Infant's Bowel and Bladder Habits."
★2. Diapering an infant	Practice how to diaper. Discuss Pampers vs. diapers, use of baby oils, powders, etc.	
	Discuss diapering as an opportunity 1) to observe the infant's skin and genitalia, 2) to allow the infant to explore own body, 3) to allow the infant to experience movement without confinement of diaper.	Chart: "The ABC's of Diapering," Pampers. Pamphlet: *Protecting Infants and Toddlers from Diaper Rash*, Pampers.
	Discuss infant safety when diapering, i.e., do not turn back while the baby is on changing table.	
	Listen to a presentation discussing causes and treatment of diaper rash. Handout.	Handout: "Causes and Treatment of Diaper Rash."
	Read *Baby and Child Care*, pp. 206-207.	
Identify the infant's need for rest and sleep by age and activity level.	Listen to a presentation discussing differences between rest and sleep, need to change position, etc. Listen to a presentation on the establishment of sleep pattern, the need for this, a regular bedtime, when to allow an infant to cry. Contrast one infant's rest and sleep pattern to another infant of the same age. Discuss how the need for sleep decreases. Read in *Infants and Mothers*, pp. 113-131; 183-185. *The Developing Child*, pp. 113-117. View film: *The Fussy Baby*. ★Participate in a discussion about how to provide a restful atmosphere for sleeping. Contrast an infant's sleep needs with those of the parents. Listen to a presentation on the effects of an infant sharing a room with parents on both the infant and the parents.	Books: Brisbane, Holly E., with Riker, Audrey Palm. *The Developing Child*, pp. 113-117. Brazelton, T. Berry. *Infants and Mothers.*p Newsletter: "Growing Child," Age 2 Months, Dunn and Hargitt. Film: *The Fussy Baby*, Rocom.
★Identify social-emotional needs of the infant and how to satisfy them.	List as a participant in small group, basic psychological needs of newborn, e.g., trust, affection.	

Objectives	Parent Activities	Resources
1. Expression of infant needs	View film: *Rock-a-bye Baby.* Discuss how an infant expresses his needs. Read *Baby and Other Teachers.* Read *The Roots of Love,* chapters 1, 3, 4, 5. Discuss feelings you have when baby cries. Compare ways parents and infants have of expressing needs, resources for satisfying needs, feelings when needs are/are not met. Listen to a lecture on Erikson's first stage of emotional development — Trust vs. Distrust. In discussion relate the importance of satisfying emotional needs to the future development of the child.	†Film: *Rock-a-bye Baby,* Time-Life. Newsletter: "Growing Child," first 6 issues, Dunn and Hargitt. Books: Aaronson, May, and Rosenfeld, Jean. *Baby and Other Teachers.* †Arnstein, Helene. *The Roots of Love.* Beadle, Muriel. *A Child's Mind,* chapter 4. Brisbane, Holly E., with Riker, Audrey Palm. *The Developing Child,* chapter 5. Erickson, Erik. *Childhood and Society,* chapter 7.
2. Positive Self-concept	Listen to a presentation on the meaning and importance of self-concept. Discuss. Discuss the statement: "You are a mirror through which the child sees himself." Read *Who Am I? The Development of Self-Concept.* View filmstrip: *The Subject Is Love.*	Pamphlet: *Building Self-Confidence,* Human Relations Aids. †Book: Briggs, Dorothy. *Your Child's Self-Esteem, The Key to His Life.* Pamphlet: Kiester, Dorothy. *Who Am I? The Development of Self-Concept.* Learning Institute of North Carolina. Filmstrip: *The Subject Is Love* from the series Love and Identity, Parents' Magazine Films.
3. Separation Anxiety	Listen to a presentation on separation anxiety as a normal stage of development. Handout. Discuss feelings you have when child finds it difficult to separate at bedtime, with babysitter, if you leave the room, etc. ★Discuss ways of 1) lessening anxiety for both the parent and child, 2) helping the child through this phase of separation anxiety, 3) making this stage comfortable for parent. **Note to Teacher:** Remember to periodically assess with your students the effectiveness and relevancy of your teaching.	Handout: "Separation Anxiety." †Book: Walters, Etta (ed.). *Mother-Infant Interaction,* Parts I and II.
Recognize the basic needs of the infant for intellectual stimulation and how to meet them.	Listen to a presentation on the importance of curiosity and exploration in an infant's development. Appendix.	Appendix: "Working with Parents on the Importance of Curiosity and Exploration in an Infant's Development."

Objectives	Parent Activities	Resources
1. The importance of play in intellectual development	Observe a child's curiosity when presented with a paper bag filled with familiar household throwaways, e.g., towel rolls, egg cartons, juice cans.	
	Develop in a group discussion a definition of play.	
	Read "Play: Defining, Valuing, Promoting." Appendix.	†Appendix: "Play: Defining, Valuing, Promoting."
	Relate play to the five developmental areas. Give examples.	Handout: "The Five Developmental Areas."
a) Toys that teach	Listen to a presentation on infant learning and toys.	†Books: Gordon, Ira. *Baby Learning Through Baby Play.* Aston, Athina. *How to Play with Your Baby.*
	Discuss how an infant plays with the same toy in different ways as the child grows older, e.g., observe and compare how a 6-month-old infant reacts when a toy is hidden to how a 10-month-old child reacts.	Pamphlet: *Play: Children's Business.* Association for Childhood Education International.
	Read *Baby Learning Through Baby Play,* pp. 2-60.	†Books: The Boston Children's Medical Center, and Gregg, Elizabeth. *What To Do When There's Nothing To Do.* Upchurch, Beverly. *Easy-To-Do Toys and Activities for Infants and Toddlers.*
	Read *How to Play with Your Baby,* pp. 1-76.	
	Describe the characteristics of a good toy.	
	Read *Play: Children's Business,* pp. 50-54.	
	Listen to a presentation and share ideas on household items which can be used as toys, inexpensive toys, and toys you can make.	
	Read *What To Do When There's Nothing To Do,* chapters 1 and 2.	
	Read *Easy-To-Do Toys and Activities for Infants and Toddlers.*	
★ b) Playing with your baby	**Note to Teacher:** Refer to the section on the Infant's Perceptual Development.	
	Discuss how to choose activities or toys appropriate to a child's age and abilities.	
	Discuss how parent-child interaction is just as significant as the play itself.	Books: Walters, C. Etta (ed.). *Mother-Infant Interaction.* Painter, Genevieve. *Teach Your Baby.* Gordon, Ira. *Baby Learning Through Baby Play.*
	Read *Mother-Infant Interaction,* pp. 156-159.	
	Read and discuss the activities described in *Teach Your Baby,* pp. 11-119 or *Baby Learning Through Baby Play,* pp. 2-60.	
	Try activities at home with your baby. Share results with class.	Pamphlets: *Choosing Toys for Children of All Ages,* American Toy Institute. *For Kid's Sake,* U.S. Consumer Product Safety Commission.
	Discuss toy safety.	

Objectives	Parent Activities	Resources
§2.Speech and Language	Read *Teach Your Child To Talk*, pp. 5-44. Discuss suggested activities from book. Read *How Babies Learn To Talk*. Read pamphlet: *Teach Me To Talk*. **Note to Teacher:** Be sure to discuss the importance of appropriate parental responses, e.g., avoid baby talk. Read and discuss possible activities which promote speech and language development. Handout. Observe teacher demonstration of language games. HOME: Practice language games from activity sheets at home. **Note to Teacher:** Remind parents to log baby's speech and language development in developmental record.	†Kit: Staff of Developmental Language and Speech Center, "Teach Your Child to Talk," CEBCO/Standard Publishing. Book: Pizzo, Peggy. *How Babies Learn to Talk*. Pamphlet: Czuchna, Gordon. *Teach Me To Talk*, CEBCO/Standard Publishing. †Book: American Speech and Hearing Association, *Partners in Language*, bilingual. Handout: "Language Development." Books: Lavatelli, Celia (ed.). *Language Training in Early Childhood Education*. Cazden, Courtney (ed.). *Language in Early Childhood Education*.
3. Perceptual	Listen to a presentation on the sequence of perceptual development and how children learn based on development of sensory awareness and discrimination. Discuss ways adults learn — importance of sensory information in learning.	Books: Beadle, Muriel. *A Child's Mind*, chapter 13. †Arnold, Arnold. *Teaching Your Child To Learn*
★ a) Visual	Listen to a presentation explaining typical visual development of an infant. Watch teacher demonstration of visual tracking or related activities. HOME: Practice visual tracking or related activities. Discuss results in class of these activities. HOME: Prepare home environment in ways to stimulate infant's visual perception. Consider the infant's age.	
	Share ideas and materials which foster visual perception in infants. Explain purpose of activities or material.	Newsletter: "Growing Child," Dunn and Hargitt.
★ b) Auditory	Listen to a presentation explaining normal auditory developmental behaviors, e.g., "attending" to sound, turning to locate, etc. HOME: Create an environment so infant will be stimulated, but not confused by sound. Share ideas and materials for use in auditory stimulation of infants. Explain use of materials.	

Objectives	Parent Activities	Resources
★ c) Tactile and Vestibular	Discuss importance of tactile and vestibular stimulation to the infant. Read *Childhood and Adolescence*, pp. 12-13. Discuss times and methods for providing tactile and vestibular stimulation. §**Note to Teacher:** Remind parents to log their child's development in the developmental record.	Book: Stone, L. Joseph, and Church, Joseph. *Childhood and Adolescence.*
Describe the motor development of the infant and utilize ways to maximize that development.	Listen to a presentation discussing: 1) principles of growth and motor development; 2) relationship between perceptual and motor development. View and discuss chart: "Steps in Baby's Physical Maturation and Motor Control."	Chart: "Steps in Baby's Physical Maturation and Motor Control," Pampers.
	Read *Teach Your Baby*, pp. 33-53.	Book: Painter, Genevieve. *Teach Your Baby.*
	Read *Children: Development and Relationships*, pp. 643-648.	Newsletter: "Growing Child," Dunn and Hargitt.
	Read *Perceptual and Motor Development in Infants and Children*, chapters 1, 2. Read "Growing Child" newsletters for 3 Months, 4 Months, 6 Months. Trace the development of 1) locomotion; 2) eye-hand coordination; and 3) manipulation in an infant, birth-6 months or 6-12 months.	Books: Smart, Mollie, and Smart, Russell. *Children: Development and Relationships.* †Cratty, Bryant. *Perceptual and Motor Development in Infants and Children.*
	Record your child's development in the "Developmental Log Book."	Handout: "Developmental Log Book."
	Watch teacher demonstrate activities which strengthen muscles or develop coordination. Select activities from the following books: *The Baby Exercise Book* *How To Keep Your Child Fit from Birth To Six*, pp. 1-60. **Note to Teacher:** These are controversial books. Parents should be reminded that exercising or stimulating their infant is to be a pleasurable experience for both parent and child. Be sure to emphasize that these activities will not necessarily speed up the rate or improve motor development. Practice activity in class with baby. ★HOME: Practice activities at home with baby, record results, ideas for other activities, etc. Discuss results in class in terms of an individual infant's reaction.	Books: Levy, Janine. *The Baby Exercise Book.* Prudden, Bonnie. *How To Keep Your Child Fit from Birth to Six.*

GOAL: To Recognize the Health and Safety Needs of Infants

Objectives	Parent Activities	Resources
Identify bathing and clothing needs of the infant.	Observe a bath demonstration. Discuss bathing in terms of frequency, timing. Read *The Developing Child*, pp. 91-96. Participate in a discussion listing the other development needs which can be met during baby's bath, i.e., physical and social stimulation. In a group, discuss which clothes are most practical for infants of different ages; how stage of physical development can affect choice of clothes; how to care for clothes; how to pick shoes for an infant; etc. Read *The Developing Child*, pp. 96-100.	Book: Brisbane, Holly E., with Riker, Audrey Palm. *The Developing Child.* †Book: Editors of Consumer Reports. *Consumers' Union Guide to Buying for Babies.*
Identify hazards to the infant's safety. List methods of prevention.	Listen to presentation about accidents which are a leading cause of death in childhood; how two factors, 1) individual behavior, i.e., infant uses mouth for exploration, and 2) a hazardous environment are responsible for most accidents; best method of protection is learning how they act at different stages of development and removing potential hazards from the home. List in a group discussion most common types of accidents that occur during first year, i.e., falls, objects, burns, drowning, suffocation, and motor vehicle accidents. Relate causes of accidents to developmental needs and stages of children. List daily routine of your infant and possible hazards he might encounter, also which times are more hazardous than others, i.e., sleeping. 1. Crib, bassinet, car, playpen, carriage 2. Feeding 3. Moving about 4. Bathing (bathroom, medicines) 5. Playing (toys) Discuss and list precautions parents should take in each area, i.e., how to babyproof a home. View film *Accident Prevention.*	Pamphlets: *Young Children and Accidents in the Home*, DHEW. *Protecting Infants and Toddlers from Accidents*, Proctor and Gamble. *A Safer World for Babies and Toddlers*, Johnson and Johnson. Books: Fontana, Vincent, *A Parent's Guide to Child Safety.* The Boston Children's Medical Center. *Child Health Encyclopedia*, part 2. Pamphlets: *For Kid's Sake* and *Crib Safety — Keep Them On the Safe Side*, U.S. Consumer Product Safety Commission. *What To Buy in Child Restraint Systems*, U.S. Department of Transportation. *A Handbook of Child Safety*, Gerber. *Toy Safety*, Bureau of Product Safety. †Film: *Accident Prevention*, Rocom.

Objectives	Parent Activities	Resources
List a plan of action for the following emergencies: 1. Fire 2. Burns 3. Electric Shocks 4. Poisoning 5. Drowning 6. Cuts, Scrapes, Punctures 7. Choking or Asphyxiation	Prepare a list of emergency phone numbers for home. Devise an escape plan for your family. Listen to a presentation on emergency equipment to have in home, i.e., fire control devices, and first aid materials. Read "Common Poisonous Plants" handout.	Pamphlets: *First Aid Manual,* American Medical Association. *A Brief First Aid Summary,* Travelers' Insurance Companies. *First Aid for the Family,* Metropolitan Life. Handout: "Common Poisonous Plants."
Identify the routine health care procedures that occur the first year.	Listen to a presentation discussing the importance and procedures of regular physical check-ups and immunizations. "Choosing a Physician" handout.	Handouts: "Choosing a Physician" and "When To Call the Doctor: Information Your Doctor Will Want To Know When Your Child Is Sick."
Recognize the following common health problems during infancy and when to call the doctor: 1. Respiratory Infections 2. Fever 3. Colic 4. Constipation — Diarrhea 5. Rash 6. Allergic Reactions 7. Teething	Listen to a presentation about treating minor illness at home. Read "When To Call the Doctor: Information Your Doctor Will Want To Know When Your Child Is Sick" handout. Read *Pregnancy, Birth and the Newborn,* chapter 19. View film: *The Fussy Baby.* Practice taking an infant's temperature. Read *Child Care Manual.*	Books: The Boston Children's Medical Center, *Child Health Encyclopedia,* chapters 5, 6, 7. †Shiller, Jack. *Childhood Illness.* Book: The Boston Children's Medical Center, *Pregnancy, Birth and the Newborn.* Books: Sutherland Learning Associates. *Child Care,* Rocom. Spock, Benjamin. *Baby and Child Care.*
★Establish criteria on babysitting and Day Care for a child.	Read "Choosing Child Day Care." Describe ideal characteristics of a child care worker in a small group discussion and prioritize those that are essential and highly desirable. Read about choosing a baby sitter and do activity listed above. Develop an instruction list for a babysitter. Read and discuss pamphlets: *Day Care for America's Children; 20 Questions and Answers About Child Care in Montgomery County, Md.; Day Care Checklist: Home Care, Family Day Care Homes, Day Care Centers.* Listen to a speaker on local day care facilities. Discuss ways to facilitate child's transition and adjustment to day care or with a babysitter.	Pamphlets: *Choosing Child Day Care,* Maryland State Department of Health and Mental Hygiene. *The Pocket Guide to Babysitting,* DHEW. *Day Care for America's Children: 20 Questions and Answers About Child Care in Montgomery County, Md.* Montgomery County 4 C's Council. †Organization: Montgomery County Community Coordinated Child Care Council.

TODDLER
(12-30 Months)

GOAL: To Determine Appropriate Expectations of Growth and Development

Objectives	Parent Activities	Resources
§Discuss the influence of the following factors on development: 1. Heredity 2. Sex 3. Environment	**Note to Teacher:** It is suggested that the "Developmental Log Book" be given to each parent at the beginning of the parent education course. See curriculum introduction and "Developmental Log Book" handout. Listen to a presentation discussing the influence of heredity, sex and environment, e.g., nutrition, exercise, illness, emotions, parents. Read *How Children Grow.* Read *A Child's Mind,* chapters 2, 3, 17. Discuss factors a caregiver can influence. Write observable characteristics of infants at varying points on a continuum indicating the importance of environment or heredity on the development of each characteristic, e.g., sex, eye color, activity level, I.Q., stubborness, irritability, affection, body build.	Handout: "Developmental Log Book." Book: Hurlock, Elizabeth. *Child Development,* chapter 4. †Pamphlet: *How Children Grow,* NIH. Books: Church, Joseph. *Understanding Your Child from Birth to Three,* pp. 142-160. †Beadle, Muriel. *A Child's Mind.*
§Define the following five developmental areas: 1. Physiological 2. Motor 3. Intellectual 4. Social 5. Emotional §Discuss the interrelationship of the five developmental areas.	Listen to a presentation defining the five developmental areas. Using the puzzle on the five developmental processes, list in a group discussion the corresponding developmental needs on a blank puzzle form. Handout. Read and discuss the relationship among five developmental areas. Handout. Discuss how success and satisfaction in one area lead to success and satisfaction in another. Give examples from your own experience. Read *What We Can Learn from Infants,* pp. 8-24.	Handouts: "The Five Developmental Areas." "The Five Developmental Areas Puzzle." †Pamphlet: Dittman, Laura (ed.). *What We Can Learn from Infants,* National Association for the Education of Young Children.
	Note to Teacher: Point out to group that throughout course you will be working on ways to enhance development through diet, exercise, emotional satisfaction, etc.	
§Describe the characteristics of a 1-year-old child.	Review the milestones of first year of life.	Charts: "Baby's Social and Emotional Growth; Baby's Mental Growth; Steps in Baby's Physical Maturation and Motor Control," Pampers.

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§Objective and parent activities relating to early identification of special needs.

†Excellent teacher resource.

Objectives	Parent Activities	Resources
	Read and discuss *Toddlers and Parents,* prologue and chapter 1.	†Books: Brazelton, T. Berry. *Toddlers and Parents.* Dodson, Fitzhugh. *How To Parent,* chapter 3. †Gesell, Arnold, *et. al. Infant and Child in the Culture of Today,* chapters 12-13.
	Describe some basic differences between infants and toddlers. Relate how these changes affect you as a parent — how your task will be easier, how harder?	
	View filmstrips: *From One to Two: The Toddler Emerges; First Steps, First Words;* or *A Time for Adventure.*	Filmstrips: *From One to Two: The Toddler Emerges* from the series How an Average Child Behaves — From Birth to Age Five. *First Steps, First Words* and *A Time for Adventure* from the series The First 18 Months: From Infant to Toddler, Parents' Magazine Films.
§Describe characteristics of the 18-month-old child.	Read and discuss "Characteristics of the 18 Month Old" handout.	Handout: "Characteristics of the 18 Month Old."
	Observe a group of 18 month olds. Write down behavioral examples of the following typical characteristics: (1) Need to explore environment, (2) Need to experiment, (3) Attempts at asserting independence, (4) Need to be dependent, (5) Expression of immediate needs.	
	Discuss: The British call a toddler a "run-about baby." List other appropriate names which could describe the toddler.	Books: Stone, L. Joseph, and Church, Joseph. *Childhood and Adolescence,* chapter 5. Gesell, Arnold, *et. al. Infant and Child in the Culture of Today.*
	Read about the toddler in *Infant and Child in the Culture of Today,* chapter 14.	
	On a developmental chart, write in major milestones of development during second year of life in the five areas of development.	
	Note to Teacher: Remind parents to record their child's height and weight and track their development in log book. It is vital to stress to parents that the orderly sequence of development is as important as the age a milestone is achieved. Emphasize this face in all stages of development.	
§Describe characteristics of the 2-year-old child.	Do expectation exercise on what you anticipate a 2 year old will be like.	
	Read and discuss "Characteristics of the 2-Year-Old Child" handout.	Handout: "Characteristics of the 2-Year-Old Child."
	View filmstrip: *From Two to Three: Pushing for Independence.*	Filmstrip: *From Two to Three: Pushing for Independence* from the series, How an Average Child Behaves — From Birth to Age Five, Parents' Magazine Films.
	Go back to expectation exercise, compare expectations before study and after.	

Objectives	Parent Activities	Resources
§Describe characteristics of the 2½-year-old child.	Read and discuss "Characteristics of the 2½-Year-Old Child" handout.	Handout: "Characteristics of the 2½-Year-Old Child."
	Discuss changes in social development that often occur at this time and implications for changes in activities, i.e., more interested in peers but not able to share, very attached to mother.	Book: Gesell, Arnold, *et. al. Infant and Child in the Culture of Today,* chapter 16.
§Describe how behavior usually changes in a patterned, predictable manner.	Listen to a presentation discussing various patterns in behavior, e.g., equilibrium vs. disequilibrium.	Books: Gesell, Arnold, *et al., Infant and Child in the Culture of Today,* chapters 1, 2, 3.
	Give examples of equilibrium and disequilibrium in your own child.	Ilg, Frances L., and Ames, Louise Bates. *Child Behavior.* Chess, Stella, *et al. Your Child Is a Person,* chapters 1, 2, 3, 4.
§Discuss the following factors affecting individual differences in growth and development: 1. Rate 2. Pattern 3. Heredity 4. Environment 5. Cultural differences 6. Ordinal position in family	Read selections from *Toddlers and Parents* and *Your Child Is a Person.*	Books: Brazelton, T. Berry. *Toddlers and Parents.* †Chess, Stella, *et al. Your Child Is a Person.*
	Listen to a presentation summarizing theories on individual personality and activity level differences present from birth.	Gesell, Arnold, *et al. Infant and Child in the Culture of Today,* pp. 31-46.
	Note to Teacher: See "Origins of Personality" handout.	Handout: "Origins of Personality."
	Review inherited and environmental factors influencing development.	
	Place on a continuum observable characteristics of toddlers indicating the importance of heredity or environment on the development of each characteristic.	
	Participate in a discussion on the importance of accepting your child's individual pattern and personality. What are the possible results in forcing change?	
	View film: *Four Families,* and discuss cultural influences on individual differences.	Film: *Four Families,* McGraw-Hill.
	For further cultural comparisons of personality differences from different child rearing techniques, read *Two Worlds of Childhood, U.S. and U.S.S.R.* and *Children of the Dream.*	Books: Bronfenbrenner, Urie. *Two Worlds of Childhood: U.S. & U.S.S.R.* Bettleheim, Bruno. *Children of the Dream.*
	Listen to a presentation of Adlerian theory, the influences on personality according to ordinal position in the family. See Appendix.	Appendix: "Ordinal Position in Family and Personality."
	§HOME: Fill out profile of own child in terms of size, eating patterns, sleeping patterns, activity level, etc. "Your Unique Child" handout.	Handout: "Your Unique Child."

Objectives	Parent Activities	Resources
§Identify and tract patterns of growth and development of an individual child.	Participate in discussion on the importance of following child's developmental progress, i.e., determining his/her rate of growth, better understanding individual patterns, identifying special needs such as learning difficulties or giftedness.	
	Discuss how this information can be used to help others (child care workers, physician, school personnel) understand your child.	
	§Log child's progress periodically in developmental record.	Handout: "Developmental Log Book."
	Note to Teacher: Logging should be a continuing process — remind parents frequently to use record. This can be a major source for early identification of special needs.	

GOAL: To Guide the Toddler's Behavior

Objectives	Parent Activities	Resources
★Establish appropriate expectations of behavior for the toddler.	**Note to Teacher:** A good introductory activity for this goal is to ask parents to tell "What bothers me most about my child."	
	Review the basic characteristics of the toddler. Discuss in terms of his/her needs and methods of expressing them; his/her abilities for self-control.	
	Note to Teacher: Refer to the goal "Determining Appropriate Expectations of Growth and Development."	
	Discuss: If I were a toddler and wanted to explore the world, how might I feel or react if I constantly heard "no, no."	
	Role play — one adult move around room inspecting objects; other adults say "no" to each attempt at inspection. First adult describe how she/he felt with constant "no's" given to her/him.	
	Listen to a presenation on how having reasonable expectations of behavior, based on developmental levels, can reduce behavior problems, e.g., can't expect toddler to sit still with group of adults for any length of time — must keep him busy with books, toys, food, etc.	
	Observe how teacher gauges activities to the mood, abilities, activity needs, etc. of the group.	
	Develop a list of times when a parent has to provide for a toddler's needs; brainstorm: (1) anticipated toddler behavior, (2) some possible ways of dealing with situation.	
	Read *How To Parent,* pp. 74-80.	Book: Dodson, Fitzhugh. *How To Parent.*
★Develop methods of guiding the toddler's behavior.	Develop a definition of the words: guidance and discipline.	
	Read and discuss "Discipline Is Guidance and Teaching" handout.	Handout: "Discipline is Guidance and Teaching."
	Read *The Magic Years,* pp. 241-251.	†Books: Fraiberg, Selma. *The Magic Years.* †Arnstein, Helene. *The Roots of Love.* Taylor, Katharine. *Parents and Children Learn Together,* chapters 3, 4, 5.

★Objective and parent activities relating to parenting skills.

Objectives	**Parent Activities**	**Resources**
	Discuss the quote by Fritz Redl on long-range and short-range goals of discipline. What are the differences between the two? Will short-term techniques lead to long-range goals?	Quote by Fritz Redl: ". . . Disciplining is helping children grow up to be healthy well-organized and reasonably happy young men and women. . . . discipline is short range (immediate) and long range."
★1. Effective communication	Listen to a presentation on the importance of using positive communication with young children. Read and discuss "Phrases to Use with Preschool Children." Handout. Read *Don't Push Me, I'm No Computer*, pp. 145-148. HOME: Practice communicating with own child using model from "Phrases to Use with Preschool Children." Report back to class on how you felt using positive phrases and how the child reacted? Listen to a presentation on the importance of listening to preschool child and the technique of active listening. Develop and practice techniques of good listening habits in group. Look at pictures of preschoolers and "listen" to what body language tells you about them and how they are feeling. Discuss "body language" and how to interpret it. Role play in small groups (one person being small child, one a parent, one as observer) using listening skills. Discuss techniques of getting toddler to listen to you, e.g., eye contact, short, simple directions, touch child, etc. Role play in small groups — getting and keeping toddler's attention. OR HOME: Practice techniques of listening and getting your child's attention.	Books: Ginott, Haim. *Between Parent and Child.* †Briggs, Dorothy. *Your Child's Self-Esteem.* †Satir, Virginia. *Peoplemaking,* chapters 2-5. †Beck, Helen. *Don't Push Me, I'm No Computer.* Gordon, Thomas. *P.E.T.: Parent Effectiveness Training.* Handout: "Phrases to Use with Preschool Children." Teaching Pictures: *Moods and Emotions,* David C. Cook Publishing Co.
★2. Modeling behavior	Listen to a presentation on how children learn by imitation. **Note to Teacher:** Emphasize to parents the value of modeling behavior as a teaching tool. Give examples of times you have noticed your child imitating your behavior.	

Objectives	Parent Activities	Resources
	Discuss the importance of keeping words and actions consistent, e.g., what does a child learn if after he has knocked down younger brother if you say, "Never hit people smaller than you," and slap his hand or bottom.	Book: Taylor, Katharine. *Parents and Children Learn Together,* chapter 4.
	Observe how the teacher models appropriate behavior with small children. Discuss.	
	Observe the teacher as a model of appropriate language and behavior with young children. Handout.	Handout: "Children Need Adults for Guidance."
★3. Setting limits	Participate in a discussion on: Do children need limits? Why? How many, how narrow? What are some necessary limits?	†Book: Arnstein, Helene. *The Roots of Love,* pp. 101-124, 131-141.
	Note to Teacher: Point out the danger of setting more limits than can be consistently enforced.	
	Describe ways you can set limits for toddler, e.g., setting the environment-gates, etc., some no-no's, simple directions, removing from scene, etc.	
★4. Modifying the environment	List some common behavior problems of toddlers.	
	Listen to a presentation on ways to modify the environment: enriching, impoverishing, simplifying, limiting space, substituting activities. Discuss.	Book: Gordon, Thomas. *P.E.T.: Parent Effectiveness Training,* chapter 8.
	In small groups, brainstorm ways of modifying environment to alleviate problems at meal time, dressing time, playtime, bedtime, clean-up time.	Pamphlet: *A Guide to Better Discipline,* Science Research Associates.
	Share examples with the group of how you changed home environment to cut down on possible behavior problems.	
★5. Decision making	Listen to a presentation on: 1. The importance of allowing children to make choices. 2. How to state choice clearly to child, e.g., would you like to wear the green shirt or the red shirt and how to indicate there is no choice, e.g., "It's time to wash hands," not "Would you like to wash hands."	Book: Dreikurs, Rudolf, and Grey, Loren. *Logical Consequences.* Handout: "Phrases to Use with Preschool Children."
	Note to Teacher: Emphasize to parents that there are many times when a young toddler cannot face even a simple decision and the parents will have to make the decision to avoid frustrating their toddler.	

Objectives	Parent Activities	Resources
★6. Logical consequences	Read *Children: The Challenge*, chapter 6.	†Books: Dreikurs, Rudolf with Soltz, Vicki. *Children: The Challenge.*
	Define natural and logical consequences. Give examples.	Dreikurs, Rudolf with Grey, Loren. *Logical Consequences.*
	Observe teacher as a model — jot down instances when and how she allows choices, when she makes it clear there is no choice.	Dreikurs, Rudolf, and Grey, Loren. *A Parent's Guide to Child Discipline.*
	HOME: Devise ways of allowing your child choices at meal time, bedtime, clean-up time. Be sure the choices are genuine and that you can live with the decision. Write down these examples and share them with the class.	Book: Board of Cooperative Educational Services of Nassau County. *While You're At It.*
	Read examples from *While You're At It*, p. 10.	Organization: Individual Psychology Association.
	Listen to a speaker from IPA talk about how to use logical consequences, and the psychological benefits derived from their use.	
	Give examples of how logical consequences can be used in guiding a toddler's behavior.	
★7. Reward and Punishments	Participate in a discussion on "Is punishment necessary for a toddler?" What might a toddler learn when you punish him/her? Review other guidance methods which might be more effective.	
	Read *The Magic Years*, pp. 251-264.	†Books: Fraiberg, Selma. *The Magic Years.*
	Discuss: Should a parent reward good behavior? How?	Beck, Helen. *Don't Push Me, I'm No Computer*, pp. 137-144.
	Discuss the difference between a reward, e.g., praising good behavior and bribing, "I'll give you a lollipop if you behave in the store." What will a child learn from bribery?	Specialist: Psychologist specializing in Behavior Modification.
a) Praise and Criticism	Listen to a presentation about the Behavior Modification Theory of reinforcement and extinction.	Book: Gordon, Thomas. *P.E.T.: Parent Effectiveness Training*, chapter 6.
	Listen to a presentation on how to use praise, e.g., specific, immediate, etc. Apply the use of praise and criticism with a toddler.	Books: Board of Cooperative Educational Services of Nassau County, *While You're At It*, pp. 3-30.
	Read *While You're At It*, pp. 11-16.	
	Read *Between Parent and Child*, chapters 2, 3.	Ginott, Haim. *Between Parent and Child.*
b) Threats	Participate in a discussion, "What might a toddler learn from parental threats?" What happens if threat is not carried out? Are threats an effective form of discipline?	Pamphlets: *Helping Children Solve Problems; Why Children Misbehave;* and *Understanding Hostility in Children*, Science Research Associates.

GOAL: To Recognize and Understand the Needs of Toddler's Parents

Objectives	Parent Activities	Resources
Recognize the needs of adults.	**Note to Teacher:** Remember to periodically assess the effectiveness and relevancy of your teaching. Listen to a presentation on Maslow's hierarchy of needs and Erikson's Eight Stages and discuss how these theories apply to adult needs and development. See Appendix. Review developmental tasks, i.e., independence vs. dependence, expressing feelings, accepting limits, giving and receiving affection. Discuss in terms of parental development and give examples from personal experience. **Note to Teacher:** Point out that adults have the need to be dependent at times as well as independent.	Books: Maslow, Abraham. *Motivation and Personality,* chapter 11. Erikson, Erik. *Childhood and Society.* †Satir, Virginia. *Peoplemaking.* Barbara, Virginia and Skaggs, Merrill. *The Mother Person.* †Sheehy, Gail. *Passages: Predictable Crises in Adult Life.* Appendix: "Maslow's Hierarchy of Needs and Erikson's Eight Stages of Human Development."
	View film: *Bridging the Gap.*	†Film: *Bridging the Gap,* Cinematic Concepts Corp.
Recognize the need of parents to be treated as individuals.	Participate in a discussion about one's feelings of being treated as a parent or spouse rather than an individual. Fill out and discuss "Views of Self and Family Roles" handout and discuss my roles, interests, activities in terms of how I see myself, am I meeting my personal needs. Discuss.	Book: McBride, Angela Barron. *The Growth and Development of Mothers.* Handout: "Views of Self and Family Roles."
Relate special considerations in families where both parents work. 1. The working mother	Discuss and list in small groups the pros and cons of both parents working. Consider the psychological needs of both parent and child (including age of child), finances, physical demands of being a parent, worker, and taking care of the home.	Book: Hoffman, Lois and Nye, F. Ivan. *Working Mothers.*
	Discuss alternatives to a full-time job, school, or child care, e.g., volunteer work, creative work, part-time job, academic or recreational classes. Read and discuss *Working Mothers,* chapters 3, 4, 5 and *The Mother Who Works Outside the Home.*	Books: Brazelton, T. Berry. *Toddlers and Parents,* chapters 2, 4, 9. Dreikurs, Rudolf. *The Challenge of Marriage.* †Curtis, Jean. *Working Mothers.* †Olds, Sally. *The Mother Who Works Outside the Home.*
	Read and discuss: "The Working Mother: Not Guilty," *Your Child Is a Person,* chapter 19.	Book: Chess, Stella, *et al. Your Child Is a Person.*

Objectives	**Parent Activities**	**Resources**
2. Day Care	Review criteria for day care and discuss how day care affects the child.	†Book: Faber, Adele, and Mazlish, Elaine. *Liberated Parents, Liberated Children.*
	Note to Teacher: See the goal on Day Care.	
	Discuss feelings (guilt, shame, relief) parents may have when giving up child care responsibilities to others.	
	Listen to a panel of parents who have outside jobs and those who are at home with the toddler. Discuss their lifestyles; whether they would prefer switching roles; how they manage time, responsibilities, etc.	
Discuss the following issues of fatherhood: 1. Fathering role	**Note to Teacher:** Fathers should be included in all aspects of curriculum. An evening session with fathers is an excellent idea when possible.	
	Read *How To Father,* chapters 1 and 3.	Books: Dodson, Fitzhugh. *How To Father.*
	Read *Father Power,* chapters 4, 5, 7.	†Westlake, Helen. *Children,* pp. 44-54.
	Develop a functional definition of the word "father."	Biller, Henry, and Meredith, Dennis. *Father Power.*
	Listen to a panel of fathers discuss what fatherhood means to them. See Appendix.	Appendix: Suggested Topics for a Panel of Fathers.
	Discuss what role a father may take in raising a toddler.	†Book: Lynn, David B. *The Father: His Role in Child Development.*
	Participate in a discussion on father's needs and conflicts involved with being a husband, parent and wage-earner.	
2. Child's needs	Discuss what needs a male figure can especially satisfy for a toddler.	
	Fathers: Discuss what it would be like to be home all day as a house-husband.	Book: McGrady, Mike. *The Kitchen Sink Papers.*
	Note to Teacher: It is ideal to have both parents present for this discussion.	
Relate ways in which the marital relationship is affected by parenthood. 1. Recognizing and meeting the needs and feelings of one's spouse	Read *Peoplemaking* chapters 4, 5, 9.	Books: Satir, Virginia. *Peoplemaking.*
	Participate in a discussion on how one's spouse might feel about relationship and life-style changes after children.	O'Neill, Nena, and O'Neill, George. *Open Marriage: A New Life Style for Couples.*
	Do an expectations exercise — How do I expect my marriage and life-style to change now that I am a parent. Discuss.	Dreikurs, Rudolf. *The Challenge of Marriage.* Appendix: "Expectations Exercises."
	HOME: Do expectations exercise with spouse.	

Objectives	Parent Activities	Resources
2. Communicating needs and feelings to one's spouse	Participate in discussion on "Finding time for each other."	
	Discuss the importance of communicating feelings with one's spouse.	
	Listen to a lecture/demonstration of communication techniques, i.e., active listening and "I" messages. Practice and role play.	†Book: Gordon, Thomas. *P.E.T.: Parent Effectiveness Training.*
3. Sharing responsibilities	Discuss whether there are specific male and female roles in a marriage; what areas are unique; in what areas are roles interchangeable?	
	Describe situations and times when you need to share household and child care responsibilities with spouse.	
	Discuss how a sharing relationship can enhance your own identity and communication with your spouse.	Book: Lynn, David B. *The Father: His Role in Child Development.*
	View filmstrip: *Fathers, Mothers, and Others.* Discuss.	Filmstrip: *Fathers, Mothers, and Others,* J. C. Penney Co.
	Note to Teacher: Extend an open invitation for fathers and grandparents to visit classes. Having this happen seems to create new understanding and sharings among family members and the class as a whole.	
4. Relating to parents and in-laws	Listen to a presentation with diagrams on transactional analysis — 3 ego states of parent, adult, child.	Book: Harris, Thomas. *I'm OK, You're OK.*
	Discuss in terms of a person playing all 3 roles at different times — you are still your mother's child, etc.	Books: James, Muriel, and Jongeward, Dorothy. *Born to Win.* Satir, Virginia. *Peoplemaking.*
	Read *Peoplemaking,* chapter 16. Discuss in terms of your relationship with your parents or in-laws.	
	Discuss your feelings when there is a conflict and ways to communicate feelings to parents or in-laws.	
	Describe situations where you and your parent differ on approach to child-rearing and discuss alternative methods of handling the above situation.	†Book: Gordon, Thomas. *P.E.T.: Parent Effectiveness Training,* chapters 6 and 7.
	Listen to a presentation of "I Messages" for communication feelings.	
	Practice sending "I Messages."	
	Study "Using I Messages" handout.	Handout: "Using I Messages."

GOAL: To Understand the Physiological Needs of the Toddler

Objectives	Parent Activities	Resources
FEEDING Identify the basic nutritional needs in terms of amount and kind of food needed for the following ages: 12-15 months old 16-24 months old 25-30 months old	Listen to a presentation discussing the typical changes in appetite after the first year of life and amount and kind of foods necessary for good health. Discuss why the child may need differing amounts of food at different ages. Prepare a meal in class with appropriate portions for a child 12-15 months old, 16-24 months old, or 25-30 months old. Discuss parental attitudes and feelings regarding child's decrease in appetite.	†Specialists: Nutritionist, Public Health Nurse. †Book: The Boston Children's Medical Center, *Child Health Encyclopedia*, pp. 35-37. Pamphlets: *Your Child's Appetite*, Ross Laboratories. *Food Before Six*, National Dairy Council. *Meal Planning for Young Children*, General Mills.
Analyze the expression and interrelationship of other needs and behaviors.		
1. Social	Discuss the importance of making mealtime a social period for the toddler, and how to do this.	
2. Emotional 3. Motor	Discuss expectations you have of your child's table manners and self-feeding ability. Are they realistic? What can be expected of children this age? Tie-in with a discussion of child's conflicting needs for independence and dependence and his increased motor ability and activity.	
	View and discuss filmstrip: *Feeding Habits*.	Filmstrip: *Feeding Habits*, International Film Bureau, Canadian Department of National Health and Welfare.
	Read and discuss "Making Mealtime Fun for Parent and Child" handout.	Handout: "Making Mealtime Fun for Parent and Child."
	Read *Child Behavior* chapter 4; *Toddlers and Parents*, pp. 61, 62, 108-109, 202-208.	Books: Ilg, Frances, and Ames, Louise. *Child Behavior*. †Brazelton, T. Berry. *Toddlers and Parents*. Lansky, Vicki. *Feed Me, I'm Yours*.
	Discuss the emotional consequences of pressuring a child to eat when he is not interested. How might a child react? What will he be learning about food; about you? (Relate discussion to how you feel when you are forced to do something against your will.)	
	Give examples relating finger foods, use of utensils, and pouring to motor development.	
	‡Have small plastic juice pitchers so children can pour for themselves.	
4. Cognitive	Discuss concepts a child can learn about food — color, texture, size, weight.	
	‡Prepare foods with: different colors, e.g., beets, corn, greens; different textures, e.g., chewy raisins, smooth pudding, etc. With children, talk about similarities and differences.	

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‡Children's activity.

Objectives	Parent Activities	Resources
Discuss feelings parents may have about: 1. Amount of food toddler consumes 2. Frequency and length of meals 3. Self-help and neatness during feeding	Do an expectation exercise on feeding your child. **Note to Teacher:** Ask questions based on amount of food toddler eats, frequency of meals, manners, neatness, etc. Talk about your feelings when toddler refuses to eat, or spills and drops food. How could you respond, e.g., providing clean-up materials, serving small amounts, etc.	
★Devise strategies to make mealtime a positive experience for both parent and child.	HOME: Analyze feeding situation at home in terms of: 1. Maneageability and Practicality 2. Enjoyment by Toddler and Parent 3. Nutrition Discuss analysis in class. Discuss ways of scheduling, modifying the environment, etc., which make the feeding situation easier.	
TOILETING Identify physical factors which indicate readiness for toilet training.	List factors which indicate readiness for toilet training, i.e., physical readiness, language, desire to please parent. Listen to a presentation on necessary neuromuscular control prerequisite to toilet training — how to recognize the physical signs.	
Analyze the expression and interrelationship of other needs and behaviors. 1. Emotional readiness and need of parents and child 2. Social need	Discuss parents' needs to have child toilet trained. Discuss reasons a child may or may not be interested in training — his emotional, social, and physical needs. Read and discuss: *How To Parent*, pp. 132-143; *Your Child Is a Person*, pp. 81-86; *The Roots of Love*, pp. 125-130, pp. 179-181; or *Child Behavior*, chapter 6.	Books: Dodson, Fitzhugh. *How To Parent.* Chess, Stella, *et al. Your Child Is a Person.* Fraiberg, Selma. *The Magic Years.* Arnstein, Helene. *The Roots of Love.* Ilg, Frances, and Ames, Louise. *Child Behavior.*
Analyze parental reactions to the process of toilet training the child. 1. External pressures 2. Attitudes toward sexuality and modesty	Discuss the psychological implications of forcing control too soon or too punitively. ‡Provide children with an opportunity to play with the following materials: mud clay, finger play with chocolate pudding, brown play dough. Discuss with the children the concept of hard and soft. Discuss why children may be fascinated or interested in playing with their feces. HOME: Provide an opportunity for them to play with substitute materials, e.g., playdough. Discuss external pressures on parents to have a child who is trained, i.e., their own parents, peers, nursery schools, etc.	

Objectives	**Parent Activities**	**Resources**
★Utilize strategies which motivate and assist the toddler in developing bowel and bladder control.	In small groups, discuss ways toddler learns by imitation and how parents' attitudes of modesty may inhibit this learning.	
	Read and discuss *Toilet Training in Less than a Day.* **Note to Teacher:** This is a very controversial book that has some good ideas; be sure to discuss its pros and cons.	Book: Azrin, Nathan, and Foxx, Richard. *Toilet Training in Less than a Day.*
	View filmstrip: *Dependence vs. Independence.*	Filmstrip: *Dependence vs. Independence* from the series The Child's Relationship with the Family, Parents' Magazine Films.
	Read and discuss "Tips on Toilet Training" handout.	Handout: "Tips About Toilet Training."
	Exchange ideas in small groups of techniques which have been successful at home.	Book: Selzer, Joae. *No More Diapers!* (out of print)
	HOME: Read with child and talk about: *No More Diapers.*	
	With the group and leader, create a developmental continuum from early signs of readiness for training to total responsibility for toileting oneself. Place own child on continuum and describe expectations and strategies for the future.	
REST AND SLEEP Recognize the need for rest and sleep according to: 1. Age	Listen to a presentation on how age, individual activity level, and amount of daily activity influence the amount of sleep and rest a toddler needs.	
2. Activity level	Read *Your Child Is a Person,* pp. 50-60 or *Child Behavior,* chapter 5.	Book: Chess, Stella, *et al. Your Child Is a Person.*
	Discuss the need to alternate active and quiet times during the day in child's daily pattern.	Book: Ilg, Frances, and Ames, Louise. *Child Behavior.*
	Discuss giving up naptimes at an early age and the difference between nap and rest or quiet time. Discuss the effect of "impoverishing" the environment before rest and sleep periods.	
3. Patterns for active and quiet times	HOME: Describe your own child's daily pattern of rest and activity on a general time chart — showing naptime, bedtime, meals, and active play.	
	Plan daily routine to suit toddler's needs for rest and activity (recognizing needs of other family members.) Include in discussion what time is bedtime.	
4. Health	Discuss the effect a child's health has on the need for rest and sleep and ways to meet special needs.	Pamphlets: *Your Child and Sleep Problems* and *Your Child's Fears,* Ross Laboratories.

Objectives	Parent Activities	Resources
	‡Use book or flannel board: *Lisa Cannot Sleep*. Talk with children about bedtime. Ask, "Do you ever have trouble going to sleep? Do you sometimes take a favorite animal or blanket to bed with you?"	Children's Book: Beckman, Per, and Beckman, Kaj. *Lisa Cannot Sleep*.
Describe how emotional needs can interfere with rest or sleep. 1. Fears of sleep and darkness	Read *Understanding Your Child from Birth-Three*, pp. 29, 30, 83-85 on fears and nightmares. Discuss and relate to individual experiences with your toddler. Read and discuss "Your Child and Sleep" handout. Read about fears in childhood, *Child Development*, pp. 191-194.	Books: Fraiberg, Selma. *The Magic Years*, pp. 59, 78-93. Kelly, Marguerite, and Parsons, Elia. *The Mother's Almanac*. pp. 46-47, 77. Book: Church, Joseph. *Understanding Your Child From Birth to Three*. Handout: "Your Child and Sleep." Book: Hurlock, Elizabeth. *Child Development*.
2. Need to assert independence	Discuss: How does a toddler feel when he is put to bed in his room for the night. Role play child's feelings when a party is going on downstairs. Discuss the emotional needs of a toddler and how not meeting these needs can create sleep problems.	
Describe parental reactions and feelings when child is resistant to sleep and/or expresses fears.	In small group, discuss feelings which occur when child resists sleep, is fearful, or has nightmares at night. Discuss parental needs for privacy, rest, etc.	
★Utilize techniques which promote rest or sleep for the child. 1. Preparing the environment	With group, describe setting, objects (e.g., blanket, story book, teddy bear) and routines which will prepare the toddler for sleep. Place on a chart. HOME: Analyse home setting in terms of toddler's sleep needs. Try reading quiet bedtime stories before sleeptime.	Children's Books: Brown, Margaret. *Goodnight Moon*. Hoban, Russell. *Bedtime for Frances*.
2. Changing from crib to bed	Discuss "What to do when child awakens during night." Include issue of sharing one's bed with child. Discuss changing a child from crib to bed in terms of emotional impact, timing, etc.	

GOAL: To Understand and Meet the Social and Emotional Needs of Toddlers

Objectives	Parent Activities	Resources
Identify the social and emotional development of the toddler. 1. Positive Self-concept	**Note to Teacher:** Remember to periodically assess the effectiveness and relevancy of your teaching. Refer to Maslow's hierarchy of needs. Discuss importance of social and emotional needs. See Appendix. Listen to a presentation on the meaning and importance of self-concept. View filmstrip: *How a Child Sees Himself.* Discuss the statement: "You are a mirror through which the child sees himself." Discuss and describe how some of your child's behavior may tell about how child feels about himself. ‡Use magnifying glass to explore skin, fingers, hair, etc. Use tape recorder to identify voice characteristics. Keep height and weight charts of children on the wall. Make hand or foot printing. Read and discuss poem: "Children Learn What They Live." See Appendix. Read *Your Child's Self-Concept* or *How to Spell Love to Your Child.* View filmstrips: *The Subject Is Love, The Need for Love,* or *Love and Independence.* View filmstrip and discuss: *Emotional and Social Development,* Part II. Read *Who Am I? The Development of Self-Concept.* Observe a child for activities which encourage self-concept, e.g., pouring own juice at snack time. Listen for statements which help promote a positive self image. Observe a child in the classroom; note ways by which teacher and materials help promote his/her self-esteem. Handout. Read *T.A. for Tots* with your child. ★Describe activities you can do with a small child to make him more aware of self.	†Book: Maslow, Abraham. *Motivation and Personality,* chapter 11. Appendix: "Maslowe's Hierarchy of Needs and Erikson's Eight Stages of Development." Specialist: Child psychologist. Filmstrip: *How a Child Sees Himself,* from The Child's Relationship with the Family, Parents' Magazine Films. Children's Books: Hutchins, Pat. *Titch.* Freeman, Don. *Dandelion.* Appendix: "Children Learn What They Live." Article: Briggs, Dorothy. "How To Spell Love to Your Child," *Parent Cooperative Preschools International Journal,* Volume II, Fall 1971, pp. 2-6. †Book: Briggs, Dorothy. *Your Child's Self-Esteem: The Key to His Life.* Filmstrips: *The Subject Is Love; The Need for Attention;* and *Love and Independence* from Love and Identity, Parents' Magazine Films. Film: *Emotional and Social Development,* Part II, Concept Media. Pamphlet: Keister, Dorothy J. *Who Am I? The Development of Self-Concept,* Learning Institute of North Carolina. Handout: "Emotional Development Self-Esteem Observation Sheet." Book: Freed, Alvyn. *T.A. for Tots.*

Objectives	Parent Activities	Resources
2. Asserting independence and keeping dependency needs	Listen to a lecture on Erikson's first two stages of emotional development, Trust vs. Mistrust and Autonomy vs. Shame and Doubt.	†Book: Erikson, Erik. *Childhood and Society*, chapter 7. Pamphlet: *Building Self-Confidence*. Human Relations Aids.
	Observe some toddlers at play — give examples of ways they demonstrate their need to be independent or dependent.	
	HOME: Observe your own child, write examples of how he/she is working toward independence, of how he/she shows dependence needs — for example, in toilet training.	Books: Goodman, David. *A Parents' Guide to the Emotional Needs of Children.* Rogers, Carl. *On Becoming a Person.* Smart, Mollie, and Smart, Russell. *Children: Development and Relationships*, chapter 8.
	Read *Toddlers and Parents*, Introduction, Prologue, chapters I and V.	†Newman, Barbara, and Newman, Phillip. *Development Through Life*, pp. 37-41, 73-82.
	Discuss how some expressions of independent needs appear as seemingly "negative" or difficult behavior.	Brazelton, T. Berry. *Toddlers and Parents.*
	★Share strategies for accepting independence needs that still maintain desirable limits.	
	Note to Teacher: Be sure to emphasize the uneveness of the move toward independence; that there are many backward steps; and that adults also have dependency needs.	
3. Decision making	Listen to a presentation on the importance of small children developing the ability to make decisions as a part of the process of moving toward independence. Discuss.	Book: Westlake, Helen. *Children: A Study in Individual Behavior*, pp. 164-171.
	★In small group discussion, list examples in daily routine with toddler, where toddler could be allowed decision-making opportunities.	
	Note to Teacher: Discuss with parents that it is sometimes overwhelming for a toddler to make even a simple decision.	
4. Adjusting to limits and expectations	Listen to a presentation on the toddler's need for limits and controls and his/her need for freedom of choice and chance to explore.	
	★Discuss ways of dealing with these conflicting needs.	
	Listen to a presentation on "self-control and the toddler — reasonable expectations" and discuss.	
	Observe your own child and others in the classroom on their responses to frustrating situations. Observe how the teacher models socially acceptable outlets. Handout.	Handout: "Self-Control Observation Sheet."
	Role play a choice-making situation — first with guidelines that would frustrate a child, repeat with more realistic choice situations.	

Objectives	Parent Activities	Resources
5. Expressing feelings	Listen to a presentation describing range of feelings in a toddler, how they are similar and different from adults.	
	Read *Child Behavior*, chapter 7, on tension outlets. Discuss.	
	Read *Toddlers and Parents*, pp. 1-2, 4-5 and discuss the concept "ego disintegration" as described by Brazelton; when it usually occurs, how it affects the parents and child. Develop methods to cope with difficult times of the day.	Book: Ilg, Frances, and Ames, Louise. *Child Behavior*. †Brazelton, T. Berry. *Toddlers and Parents*.
	View filmstrips: *Expressing Feeling* and *How Feelings Grow*.	Filmstrips: *Expressing Feeling* and *How Feelings Grow* from The Development of Feelings in Children, Parents' Magazine Films.
	In a small group, list ways toddlers express their good and bad feelings, e.g., aggression, tantrums, hugs, sucking fingers, etc.	
a. Temper tantrums	Read *How To Parent*, pp. 98-120 or *Toddlers and Parents*, pp. 43-44, 88, 156, 188.	Books: Dodson, Fitzhugh. *How To Parent*. Brazelton, T. Berry. *Toddlers and Parents*.
	Discuss your feelings when your toddler is having a temper tantrum in private and in public.	Pamphlet: *Temper*, Human Relations Aids.
	★Discuss ways to deal with tantrums, i.e., not to reward or reinforce them but to let the child save face.	Book: Westlake, Helen. *Children*, p. 185.
b. Aggressive behavior — hitting, biting, etc.	List possible causes (recent or distant in time) for aggressive behavior.	
	★Brainstorm methods for alleviating the behavior.	
c. Withdrawal behavior — rocking, finger-sucking, etc.	List some possible causes of withdrawal behavior.	
	★Brainstorm methods of alleviating the behavior.	
6. Giving and receiving affection a. Need for affection	In small group discussion, describe ways you show affection to your child. Star the ways to which your child responds best; put an X by those ways he/she resists.	
	List ways your child expresses affection toward you, your spouse, other adults.	
b. Self-centeredness	Listen to a presentation on the social development of the toddler, emphasizing his self-centered point of view.	
c. Peer relations	Discuss the toddler's ability to share with peers, based on what you know about the toddler's social development.	Pamphlet: *From "I" to "We,"* DHEW.

Objectives	**Parent Activities**	**Resources**
	Listen to a presentation on the toddler's peer relationships including: solitary play, parallel play, nonverbal play, inability to share. Discuss. **Note to Teacher:** Relate the toddler's inability to share to Piaget's second stage of development — child cannot imagine another person's viewpoint. Read and discuss "Social Development — Sharing" handout. Observe a group of toddlers at play — jot down examples of solitary, parallel, and associative play. Devise strategies to help toddlers with peers in regard to sharing or dividing play activities. Observe a group of toddlers for signs of needing or asking for affection, giving affection.	Filmstrips: *Anger and Sadness; Love and Joy* from the series The Development of Feelings in Children, Parents' Magazine Films. Pamphlets: *Thumbsucking, Nervous Habits,* Human Relations Aids. *Your Children's Quarrels.* Book: Westlake, Helen. *Children,* p. 185. Handout: "Social Development — Sharing."
d. Parents' demonstration of affection to each other	Discuss what a toddler can learn by the way a parent expresses affection with spouse.	
7. Jealousy and sibling rivalry	Discuss a toddler's reaction to new baby in terms of: "How would you feel and react if your spouse brought home a new wife/husband?" Discuss why older siblings may be more upset by a toddler than they were by an infant sibling. Read and discuss "Sibling Relationships" handout. Emphasize parents role in increasing or decreasing jealousy.	†Books: Briggs, Dorothy. *Your Child's Self-Esteem,* chapters 18, 19, 20, 23. †Arnstein, Helene. *The Roots of Love,* pp. 141-152. Dreikurs, Rudolf. *Children: The Challenge,* chapters 24, 30, 39.
8. Separation anxiety	Listen to a presentation on separation anxiety as a normal stage of development. Handout. Read *Toddlers and Parents,* pp. ix-x, 13-15, 45. Discuss feelings you have when child finds it difficult to separate at bedtime, with babysitter, if you leave the room, etc. Discuss ways of (1) lessening anxiety, (2) helping child through phase of separation anxiety, (3) making this period more comfortable for parents. Role play situations where a child leaves her parent and possible parent responses.	Brazelton, T. Berry. *Parents and Toddlers,* pp. 47-70. Pamphlet: *Helping Brothers and Sisters Get Along.* Scientific Research Associates. Handouts: "Sibling Relationships." "Separation Anxiety." Children's Books: Hoban, Russell. *Harvey's Hideout.* Hoban, Russell. *A Baby Sister for Frances.*

Objectives	Parent Activities	Resources
9. Sex roles and identity	Create a stereotyped definition of masculinity and femininity. Underline those parts of the definition with which you agree. Discuss what factors might create stereotyped male and female images, are they innate, are they culturally induced? Discuss the role of modeling behavior in helping a child develop a masculine or feminine identity. Discuss the possible influence of television on sex roles and identity. Discuss the possible influence of picture books on sex-roles and identity. **Note to Teacher:** Refer to articles showing the disproportionate number of male roles portrayed in picture books to female roles. Develop a list or look through several nonsexist picture books.	Hoban, Russell. *Best Friends for Frances.* Stein, Sara. *The New Baby.* Greenfield, Eloise. *She Come Bringing Me That Little Baby Girl.* Books: Brazelton, T. Berry. *Toddlers and Parents,* pp. ix-x, 13-15, 45. Arnstein, Helene. *The Roots of Love,* chapter 9. †Gersoni-Stavn, Diane. *Sexism and Youth.* Articles: DeFilippo, Kathy. "Little Girls and Picture Books: Problem and Solution," *The Reading Teacher,* April 1976, cite pp. 671-674. Weitzman, Lenore J., *et al.* "Sex-Role Socialization in Picture Books for Preschool Children," *American Journal of Sociology,* Vol. 77, May 1972, pp. 1125-49. Stewig, John, and Higgs, Margaret. "Girls Grow Up To Be Mommies: A Study of Sexism in Children's Literature," *Library Journal,* Vol. 98, January 15, 1973, pp. 236-41. Nilsen, Alleen Pace. "Women in Children's Literature." *College English,* May 1971, pp. 918-26. Sternglanz, Sarah. "Sex-Role Stereotyping in Children's Television Programs." *Developmental Psychology,* Vol. 10, 1974, pp. 710-714. Children's books: (For an extensive list, see DeFilippo above.) Burton, Virginia. *Katy and the Big Snow.* Duvoisin, Roger. *Jasmine.* Fisher, Aileen. *In the Middle of the Night.* Scarry, Richard. *Cars and Trucks and Things That Go.* Emma Willard Task Force on Education, "Consciousness-Raising in the Classroom, Some Games, Projects, Discussion-Openers, etc." from the book *Sexism and Youth* by Diane Gersoni-Stavn, 1974, pp. 103-106.

GOAL: To Understand the Speech and Language Development of the Toddler

Objectives	Parent Activities	Resources
Describe the process of speech and language development in the toddler.	Listen to a presentation defining concepts in speech and language. Review speech and language development during the first year.	Handout: "Language Development."
1. 13-18 months	Read and discuss "Language Development" handout. View and discuss film: *Language Development* or *Teach Your Child To Talk.* Read and discuss *Teach Your Child To Talk,* pp. 24-44. View slides and tape show *Teach Your Child To Talk,* slides 54-107. Summarize ways a 13- to 18-month-old child learns to talk.	†Film: *Language Development,* CRM. **Filmstrip:** *How Language Grows,* from the series Preparing the Child for Learning, Parents' Magazine Films. †Kit: Staff of Developmental Language and Speech Center. "Teach Your Child To Talk," CEBCO/Standard Publishing Co. Chart: "Please Listen To Me," Maryland State Department of Education.
2. 19-24 months	Read and discuss *Teach Your Child To Talk,* pp. 45-55. View slides and tape show *Teach Your Child To Talk,* slides 108-116. Summarize ways a 19- to 24-month-old child learns to talk. Discuss what a child is capable of understanding at this age, e.g., 2-3 word phrases. Listen to a tape of toddlers' (19-24 months) speech, use of language, etc. Discuss the concepts of jargon and halophrasic speech (one word can have many meanings). Give examples. ‡Make shakers with different sounds. Let children distinguish between them. ‡Make a sound board, e.g., sand paper to scratch, stretched rubber band to twang.	Book: Pizzo, Peggy. *How Babies Learn To Talk.* Pamphlets: *Baby Talk; Stuttering,* Human Relations Aids Book: Denes, Peter, and Pinson, Elliot. *The Speech Chain: The Physics and Biology of Spoken Language.*
3. 2-3 years	Read and discuss *Teach Your Child To Talk,* pp. 57-72. View slides and tape show *Teach Your Child To Talk,* slides 117-130. Summarize ways a 2- to 3-year-old child learns to talk. Listen to a tape of toddlers (2-3½ years), their speech, use of language. ‡Offer puppets, toy telephones, etc., to encourage use of language.	

Objectives	**Parent Activities**	**Resources**
Analyze how the developmental process in speech and language relates to motor development and to social interaction.	Listen to a presentation discussing how sounds are produced and the relationship between motor development and speech and language development. Participate in a discussion on the importance of (1) giving child new experiences, (2) talking to him (self-talk and parallel talk), and (3) listening to him for development of speech and language.	Specialist: Speech clinician.
Describe parental reactions to toddlers speech and language development. 1. Pride, enjoyment, and praise	Discuss the importance of expressing your pride and enjoyment to your child and responding positively to a child's attempts at speech. If a child has a problem with a particular sound or word, praise what he or she can do well.	
2. Pressuring	Read and discuss "Stuttering Is a Family Affair." Read *Teach Your Child To Talk*, pp. 77-80, and discuss the concept of normal nonfluency and how to deal with it.	†Article: Engel, Dean C., and Helfand, Isidore. "Stuttering Is a Family Affair" from the book *Psychopathology of Childhood* by Jane W. Kessler. Book: Staff of Developmental Language and Speech Center. *Teach Your Child To Talk.*
★Develop techniques of working with child for growth in speech and language development. 1. 13-18 months 2. 19-24 months 3. 2-3 years	Read *Teach Your Child To Talk*, pp. 34-44 for the 13-18 month old; pp. 49-55 for the 19-24 month old; or pp. 64-72 for the 2-3 year old. Prepare a list of activities which would promote speech and language development. Observe teacher use of flannel board stories which promote language development, i.e., "Puff Puff's Easter Bonnet"; "Turkey Urkey"; or "The Washing Machine." HOME: Try specific language activities with your toddler. Record progress and comments and discuss with class. Encourage your child to retell or make up a story. Allow your child to talk and sing using a tape recorder.	†Book: Scott, Louise B., and Thompson, Jess J. *Rhymes for Fingers and Flannelboards.*
	§**Note to Teachers:** Remind parents to record child's speech progress in their developmental record.	

GOAL: To Understand the Intellectual Development of the Toddler

Objectives	Parent Activities	Resources
Identify the intellectual needs and processes occurring in the toddler.	**Note to Teacher:** Remember to periodically assess the effectiveness and relevancy of your teaching. Read about ways young children learn. Read and discuss "How Children Learn" handout. Compare the way you learn something new with the way a toddler learns. **Note to Teacher:** Ask class members to tell something they have learned within the last month; tell how they learned it.	Pamphlets: *Conditions for Learning*, DHEW. *The Ways Children Learn*, DHEW. Handout: "How Children Learn." Book: Richardson, Frederick, (ed.). *Brain and Intelligence.* Beadle, Muriel. *A Child's Mind.* Filmstrip: *How the Young Child's Mind Grows* from the series Preparing the Child for Learning, Parents' Magazine Films.
1. Perception	Read and discuss the importance of the five senses in toddler learning. Watch the teacher demonstrate activities to stimulate each sense. Read suggestions for activities to develop sensory awareness in: *Teaching Your Child To Learn, Baby Learning Through Baby Play, Child Learning Through Child Play, Living and Learning with Children*, or *Workjobs.* ★Demonstrate to class one or two activities to use with toddlers designed to sharpen awareness of one of the senses.	Books: Gordon, Ira. *Baby Learning Through Baby Play.* †Arnold, Arnold. *Teaching Your Child To Learn.* †Gordon, Ira. *Child Learning Through Child Play.* Jorde, Paula. *Living and Learning with Children: A Handbook of Activities for Parents of Young Children.* Lorton, Mary. *Workjobs.*
	Observe a group of toddlers. Describe how they experiment and learn through their senses in play. Give specific examples.	Taylor, Barbara. *When I Do I Learn.* Taylor, Barbara. *A Child Goes Forth.*
	Use language to help describe perceptions as toddler's play, e.g., when children are working with playdough, how does it feel? Can you roll it? Mash it? Read materials by and about Maria Montessori and the education of the senses. Observe a Montessori school or a demonstration of Montessori teaching materials. ‡HOME OR CLASSROOM: Use the following activities, with children, realted to perception: Sense of Touch — Feel bag and mystery bag for feeling, identifying, classifying. Sense of Smell — Provide "sniffing jars," e.g., onion, lemon, vanilla, peanut butter, orange. Sense of Taste — Tasting games with eyes closed, e.g., peanut butter, raisins, cheerios, finger paint with pudding. Sense of Sight — Matching colors, shapes, etc. Play hide and seek.	Books: Montessori, Maria. *Childhood Education.* Standing, E. M. *Maria Montessori: Her Life and Work.* Standing, E. M. *The Montessori Method: A Revolution in Education.* National Association for the Education of Young Children. *Montessori in Perspective.*

Objectives	Parent Activities	Resources
	Sense of Sound — Shake the can game, Film cans filled with sand, rice, marbles, etc. Let children experiment with tuning fork.	
	★Set up activities at home based on classroom suggestions to enhance perceptual development.	
	§**Note to Teacher:** Activities related to perception can be used for early identification of visual, auditory, and other problems.	
2. Concept development	Review "How Children Learn" handout.	Handout: "How Children Learn."
	Discuss how understanding develops.	
	Define the term concept.	†Books: Hurlock, Elizabeth. *Child Development.*
	Read *Child Development,* chapter 14 and pp. 345-353 and *A Child's Mind,* chapter 12.	Beadle, Muriel. *A Child's Mind.*
	Participate in a discussion — How do small children develop concepts, i.e., sensory exploration, motor manipulation, questioning, pictures, and mass media.	Book: Cole, Ann, *et al. I Saw a Purple Cow and 100 Other Recipes for Learning.*
	List with group several concepts a young child is learning, e.g., time, color, space, causal relationships, etc.	Handout: "Stages of Concept Formation."
	Study "Stages of Concept Formation" handout.	†Books: Pulaski, Mary. *Understanding Piaget.* Arnold, Arnold. *Teaching Your Child To Learn.*
	Using concept "Daddy" show the development of concepts from infancy to school age 6.	Belton, Sandra, and Terbough, Christine. *Sparks.*
	Observe the use of toys in teaching a specific concept, e.g., peg board and spatial relationships.	State Board of Education, Illinois Office of Education. *Pots and Pans: Activities for Parent and Child.*
	★HOME: Try at home activities demonstrated in class. Discuss only one concept at a time, e.g., small and large, not also long and short. Work on color, space, animism, causal relationships concepts. Record comments. Discuss in class.	Specialist: Toy librarian. Books: Almy, Millie. *Young Children's Thinking.* Piaget, Jean. *The Origins of Intelligence in Children.*
	Read about the theories of Piaget.	Piaget, Jean. *The Child's Conception of Number.*
3. Creativity	Define the term "creativity" with teacher and group. Include imagination and fantasy in the definition as well as divergent vs. convergent thinking.	Books: Taylor, Barbara. *A Child Goes Forth,* chapters 2 and 4. Smart, Mollie, and Smart, Russell. *Children: Development and Relationships,* pp. 280-292.
	Participate in a discussion of what value you place on creativity.	
	Discuss its importance in child development and learning and how a child expresses himself creatively.	

Objectives	Parent Activities	Resources
	Play creative games to develop a better understanding of creative thinking, e.g., how many uses can you think of for a brick, a hanger, or a broom around the house.	
	Work with clay, fingerpaint, or blocks and discuss how you feel when working with these materials. How is this the same or different than young children might feel.	
	Observe a teacher guiding children in creative activities.	
	Listen to the language of teacher. Discuss.	
	Read and discuss "Encouraging Creative Expression Through Art" and "Encouraging Creative Expression Through Music" handouts.	Handouts: "Encouraging Creative Expression Through Art" and "Encouraging Creative Expression Through Music."
	List some activities which encourage creative expression. List play materials which encourage creative expression, e.g., blocks.	
	Discuss imaginary playmates, their function.	
	★HOME: Try some suggested activities with your toddler at home. Record comments. Discuss.	
Analyze the relationship of other needs and behaviors to the intellectual development of the toddler.	Describe factors other than intelligence which affect learning and intellectual development, i.e., motor development, self-concept, social contact, opportunities to learn.	
	‡Continue a total experience for children, based on Dale's cone of experience, e.g., the beach — bring in shells, sea creatures, sand paintings, water play, books about beach, records ocean sounds, pretend to swim.	
§1. Readiness	Listen to a presentation on the concept of readiness — How learning is sequential.	Book: Dale, Edgar. *Audiovisual Methods in Teaching.*
a. Motor	Listen to a presentation on the relationship of motor development and intellectual processes. Discuss in terms of readiness to learn.	Specialists: Physical Education specialist or Physical Therapist.
	Read definition of readiness in *Child Development*, p. 137. Discuss.	Books: Hurlock, Elizabeth. *Child Development.*
	Read section on readiness *Good Schools for Young Children*, pp. 185-200. Discuss.	†Leeper, Sara. *Good Schools for Young Children.*
b. Perceptual	Participate in a discussion on the difference between stimulating a child's intellectual development and pressuring him when he is not ready to learn. What might be the results of pressuring?	Pamphlet: Kiester, Dorothy. *Who Am I — The Development of Self-Concept,* Learning Institutes of North Carolina.

Objectives	Parent Activities	Resources
	Using specific examples, make a continuum of behavior ranging from stimulation to pressuring.	Books: Beck, Joan. *Don't Push Me, I'm No Computer.* Ames, Louise. *Don't Push Your Preschooler.*
2. Self-concept	Participate in a discussion on "How one's view of him/herself affects his/her abilaity to learn." Relate above discussion to small children. Discuss the importance of "success experiences" to the child's learning. **Note to Teacher:** Refer to the goal about social and emotional needs for discussion of self-concept.	
3. Attention span	With group, list factors which affect attention span of child, e.g., age, activity level, rest, distractions, etc. **Note to Teacher:** In discussion emphasize short attention spans of most toddlers. Encourage completion of tasks and activities to foster longer attention spans. Discuss how "attention span" affects learning. Read "The Short Attention Span — Fact and Myth." Observe several children of same or varying ages at play — record age, length of time at each activity. Compare according to age, individual differences. Discuss solitary play and how it relates to attention span. Discuss what factors might account for observable differences. Discuss the importance of recognizing toddler's limited attention span. ★Discuss techniques of working with short attention span of toddler.	Books: Chess, Stella, *et al. Your Child Is a Person,* pp. 32-34. Bell, T. H. *Your Child's Intellect,* pp. 22, 123-124. Article: Broman, Betty L. "The Short Attention Span — Fact and Myth," *Childhood Education,* December 1970, Vol. 47, No. 3, pp. 156-158.
Analyze and describe parental reactions to toddler's intellectual development around the following issues: 1. What is he/she learning?	Listen to a presentation summarizing what concepts, etc., a toddler is learning and the large amount of learning taking place during the toddler years. Review ways in which a toddler learns. HOME: At end of the day, review child's activities of the day. Record some specifics of what he might have learned that day.	Books: Dodson, Fitzhugh. *How To Parent,* pp. 74-85. Arnold, Arnold. *Teaching Your Child To Learn,* pp. 17-25. Beadle, Muriel. *A Child's Mind.*

Objectives	**Parent Activities**	**Resources**
2. Is he/she just playing?	Participate in a discussion on "Play Is the Work of the Child." In small group discussions, list what a child might be learning in play — categorize by social, intellectual, motor development. Use examples with block building, sand, or water play.	†Books: Sutton-Smith, Brian. *How To Play with Your Child (And When Not To).* Caplan, Gerald, and Theresa. *The Power of Play.*
★3. How can I cope with his/her constant exploration and experimentation?	Discuss your own feelings in coping with toddler's constant exploration and experimentation while learning. Describe ways you try to meet your own needs for privacy, time, order, etc., in relation to this problem. Discuss ways of keeping "no-no's" to a minimum. Suggest more effective ways of handling the situation. See "Phrases to Use with Preschool Children" handout.	Handout: "Phrases To Use with Preschool Children."
★Devise strategies to assist and encourage the toddler's intellectual development by:	Read *How To Parent,* pp. 74-85. Participate in a discussion on "Child proofing the house — adult rights vs. toddler rights."	†Pamphlet: *Play: Children's Business,* Association for Childhood Education International.
1. Creating a learning environment	Observe a preschool classroom, "The Learning Environment" for ideas on creating a learning environment at home. Handout. Participate in a discussion on: How to set up a learning environment at home; the importance of a nonrestricted environment; and what is reasonable in terms of limits.	†Organization: Advisory and Learning Exchange. Book: Dodson, Fitzhugh. *How to Parent,* pp. 74-85. Handout: "The Learning Environment."
2. Selecting play materials	Read "A Guide to Play Materials," pp. 50-54, *Play: Children's Business.* Based on knowledge of how a toddler learns, devise criteria for appropriate play materials keeping in mind safety, diversity of use, cost, etc. Using criteria, list 10 to 15 items you would include in an "emergency kit" for your toddler's learning. **Note to Teacher:** This is a good time to talk about the versatility of a good toy. Explain why you chose each. View a class demonstration of making free and inexpensive toys or using scraps to create toys. List household items with which a toddler could play. Read *Easy-to-Do Toys and Activities for Infants and Toddlers.*	Pamphlets: *Beautiful Junk,* DHEW. *Choosing Toys for Children of all Ages,* American Toy Institute. † *Play: Children's Business,* ACEI. Books: Dodson, Fitzhugh. *How To Parent,* pp. 329-359. Streepey, Sandra. *Your Child from Birth to Two Years.* Upchurch, Beverly. *Easy-To-Do Toys and Activities for Infants and Toddlers.* Arnold, Arnold. *Teaching Your Child To Learn,* pp. 25-33. Gesell, Arnold, *et al. Infant and Child in the Culture of Today,* pp. 383-392. †Boston's Children's Hospital Medical Center. *What To Do When There's Nothing To Do.*

Objectives	Parent Activities	Resources
	Demonstrate to the class a free or inexpensive toy you made and how to use it.	
3. Selecting play activities	Review some activities to aid in perception, concept development, creativity.	Pamphlet: *Play: Children's Business,* Association for Childhood Education International.
	Read *Play: Children's Business.*	
	Discuss the importance of outdoor play to a toddler's development.	Books: Arnold, Arnold. *Teaching Your Child To Learn.* Greenacres School. *Going Places with Children in the Washington Area.*
	Make suggestions for outings and activities appropriate for apartment-bound and suburban parents and toddlers.	
	Share ideas for interesting and appropriate outings with toddlers. Discuss what factors enhance the probability of a happy, successful outing.	Calendar: *Ask Me,* Children's Museum of Inquiry and Discovery.

GOAL: To Understand the Motor Development of the Toddler

Objectives	Parent Activities	Resources
Discuss the following factors which influence motor development: 1. Physiological readiness 2. Method of learning 3. Individual differences 4. Opportunity to learn 5. Practice 6. Guidance 7. Motivation	Listen to a presentation of factors influencing motor development. Read *Child Development,* pp. 133-153. Read *Perceptual and Motor Development in Infants and Children,* chapters 2-7. In discussion, separate factors which can be influenced by others and those which are intrinsic. Using the four factors (opportunity to learn, practice, guidance, and motivation) give examples of how you already have used these factors with your toddler.	Specialists: Occupational therapist, physical therapist, physician. Books: Hurlock, Elizabeth. *Child Development.* †Cratty, Brant J. *Perceptual and Motor Development in Infants and Children.* †Westlake, Helen. *Children,* chapter 6.
Observe and describe the sequence of motor development in the following areas: 1. Head 2. Trunk 3. Arms and hands a. Hand skills b. Handedness 4. Legs and feet	Listen to a presentation on the laws of developmental direction. Participate in a discussion on the implications of developmental direction in toddler's development, in parental expectations. Read *Child Development,* pp. 141-146. Trace in class, the development of hand skills, i.e., self-feeding, self-dressing, self-grooming, writing, block building, birth to 30 months. Discuss toddler's hand skills and relate to parent expectations. Read *Children: Development and Relationships,* pp. 104-108. Trace the developmental sequence of locomotion, birth to 30 months. Discuss toddler's leg skills as they relate to parental expectations, e.g., climbing, running.	Book: Chaney, Clara M., and Kephart, Newell C. *Motoric Aids to Perceptual Training,* chapter 1. Book: Smart, Mollie, and Smart, Russell. *Children: Development and Relationships.* Pamphlet: *Motor Growth and Development,* Parent-Child Early Education Program.
Analyze the interrelationship of other needs and behaviors to motor development. 1. Physical factors	Listen to a presentation on how nutrition, body height, weight, skeletal development, posture, illness, and accidents affect development. Give examples of the above.	
2. Individual differences a. Sex b. Growth rate and pattern c. Quality of performance (speed, power, accuracy)	Use log book and/or "Your Unique Child" handout to record and describe own child's motor development. Listen to a presentation on the effect sex differences and growth rate and pattern have on development. Define by examples — quality of performance in motor development. Be sure to consider fine motor development.	Handouts: "Developmental Log Book." "Your Unique Child."

Objectives	Parent Activities	Resources
	Discuss the importance of recognizing individual differences in motor development and the implication of guiding, not pushing, a child's development.	
3. Emotional needs and behaviors a. Self-image b. Drive for independence c. Body awareness	Discuss how body image can affect self-image — in terms of sex, body build, weight, stereotypes.	
	Observe a child and describe how strivings for independence are manifested in motor activities.	
	Discuss significance of the toddler learning body parts and their function and practice with child. Read *Baby Learning Through Baby Play,* pp. 84-85.	Book: Gordon, Ira. *Baby Learning Through Baby Play.*
	Note to Teacher: Hap Palmer records — *Learning Basic Skills,* Vol. I, and *Getting To Know Myself* are excellent for body awareness activities.	†Records: Palmer, Hap. *Learning Basic Skills Through Music,* Vol. I., and *Getting To Know Myself.*
	View filmstrip: *Body Awareness and Gross Motor Abilities.*	Filmstrip: *Body Awareness and Gross Motor Abilities,* Approaches to Learning Series.
4. Social needs and behaviors	Discuss the social skills which can be developed by motor activities a toddler does with parent, sibling, or peer.	
	§Note to Teacher: Remind parents to record steps in child's motor development in log book.	
Describe and analyze parental reactions to a toddler's motor development	Discuss feelings in dealing with the toddler's increased activitiy and mobility, his lack of coordination.	
1. Increased activity 2. Rate of development	Discuss feelings regarding own child's rate of development and activity level. Do you have different expectations of girls than you have of boys? Why?	
★Use techniques to support continued large muscle development.	Suggest activities and/or play equipment which will support large muscle development. Discuss in terms of balance, coordination, movement, and strength.	Children's Book: Wikland, Ilon. *See What I Can Do.* *Book:* Carr, Rachel. *Be a Frog, a Bird, or a Tree.*
	Observe children on the climbing apparatus, how they approach equipment, how they maneuver body, are they cautious at first? Do they repeat activity? What happens if they do? Is any learning taking place?	
	Demonstrate activity useful in enhancing large muscle development in toddlers.	

Objectives	Parent Activities	Resources
	HOME: Try activities which promote large muscle development with your toddler. Record comments. Discuss. ‡Listen to Hap Palmer's records and do activities with the toddlers.	
★Use techniques to support continued small muscle development.	Describe play materials useful in developing small muscle coordination. **Note to Teacher:** Have activities and materials available for use with children. Discuss in terms of balance, coordination, movement, strength. HOME: Try activities which prompt small muscle development with your toddler. Record comments. Discuss. Demonstrate activity useful in developing small muscle control in toddlers.	Records: Palmer, Hap. *Songs in Motion — Fine Motor Activities; Songs in Motion — Gross Motor Activities; Listening and Moving — Pre-Tumbling Skills for Impulse Control; Listening and Moving — Relaxation Training,* and *Learning Basic Skills Through Music.*

GOAL: To Recognize the Health and Safety Needs of the Toddler

Objectives	Parent Activities	Resources
Describe concerns regarding bathing the toddler.	Listen to a presentation discussing fears common to children this age and reasons for fears. Discuss safety factors and ways to cope with child's fears and activity level. Read *The Developing Child*, pp. 279-181. ‡Read the story, *Harry, the Dirty Dog* on keeping clean.	Books: Brazelton, T. Berry. *Toddlers and Parents*, pp. 23-43. †Brisbane, Holly E., with Riker, Audrey Palm. *The Developing Child.* Record: Guthrie, Woody. *Songs to Grow on for Mother and Child.* Children's book: Zion, Gene. *Harry, the Dirty Dog.*
Discuss appropriate clothing for a toddler.	Listen to a presentation and discuss toddler's beginning interest in dressing and undressing self and making choices, what expectations parents should have of toddler's abilities to do so and how to cope with these situations. Discuss which clothes are most practical for toddlers of different ages; how stage of development affects choice of clothes; how to care for clothes; how to pick shoes for a toddler. Read *The Developing Child*, pp. 181-187.	
Identify hazards to the toddler's safety. List methods of prevention.	Listen to a presentation about the danger of accidents to the toddler. View film: *Accident Prevention.* Discuss characteristics of a 1 and 2 year old which make them especially prone to accidental injury (i.e., curiosity, immaturity, increased mobility). List in group most common types of accidents which occur in second and third years of life (i.e., poisoning, burns, drowning, falls, injestion of foreign objects, and motor vehicle accidents). HOME: List daily routine of your toddler and possible hazards he might encounter and also which times are more hazardous than others. 1. Crib, bed, stroller, car, playpen 2. Feeding — kitchen 3. Walking, climbing 4. Bathing, (bathroom and medicine) 5. Playing — indoors and outdoors Discuss and list precautions parents should take in each area of possible hazard. Discuss the possibility of parent overreacting to a potential hazard and the effect on the child. Check the safety of your own child's environment.	†Book: Fontana, Vincent. *A Parent's Guide to Child Safety.* †Film: *Accident Prevention*, Roc-om. Pamphlets: *Protecting Infants and Toddlers from Accidents*, Pampers. *A Handbook on Child Safety*, Gerber. *A Safe Home for Children*, Mead-Johnson.

Objectives	**Parent Activities**	**Resources**
List a plan of action for the following emergencies: 1. Fire 2. Burns 3. Electric shocks 4. Poisoning 5. Drowning 6. Cuts, scrapes, punctures 7. Choking or asphixiation	Prepare a list of emergency phone numbers for home. Devise an escape plan for your family. Listen to a presentation on emergency equipment to have in the home (i.e., poison antidotes, fire control, devices, first aid materials). Read "Common Poisonous Plants" handout.	Pamphlets: *Panic or Plan,* Metropolitan Life. *Protecting Infants and Toddlers from Being Poisoned,* Pampers. †*First Aid Manual,* American Medical Association. Handouts: "Common Poisonous Plants." "Choosing a Physician."
Identify routine health care procedures that occur 12-30 months. 1. Medical 2. Dental	Listen to a presentation discussing importance and procedures of regular physical check-ups and immunizations. "Choosing a Physician" handout. Listen to presentation concerning: dental health and nutrition; when and how to introduce brushing of teeth.	Specialists: Public health nurse, Pediatrician, Dentist, Dental hygienist
Recognize the following common health problems and how to deal with them: 1. Respiratory infection 2. Gastrointestinal infection 3. Allergic reactions	Listen to a presentation of treating minor illnesses at home — "When to Call the Doctor: Information Your Doctor Will Want to Know When Your Child is Sick" handout. Read *Child Care;* "Respiratory Problems," pp. 101-114; "Troubles in the Digestive Tract," pp. 137-148; "Allergy," pp. 83-98. Read pamphlets: *Facts About Allergy; Allergy Research an Introduction.*	†Book: Sutherland Learning Associates. *Child Care Manual,* Rocom. *Facts About Allergy,* Mead Johnson. *Allergy Research: An Introduction,* DHEW. Handout: "When To Call the Doctor: Information Your Doctor Will Want To Know When Your Child Is Sick."
Recognize the feelings and possible resultant behavior of a sick or injured child.	Listen to a presentation on how a child feels and acts when he is sick or injured. See Appendix. Discuss possible reasons for changes in behavior during illness or after an injury. Relate to behavior of own child during illness and discuss.	Appendix: "The Child's Concept of Illness."
Recognize reactions and feelings that parents may have when their child is sick or injured.	Listen to a presentation of how a parent might feel when their child is sick of injured, i.e., worried, fearful, anxious, feelings of incompetency to care for child, helplessness, guilt, frustrated which leads to anger, overprotective of child. Discuss and relate to your own feelings and experiences.	
Develop activities appropriate for a sick or convalescing child.	Discuss needs and behaviors (other than physical) that are often present in a convalescing toddler. Read "Activities for Sick and Convalescing Children" handout.	Book: Spock, Benjamin, and Lerrigo, Marion. *Caring for Your Disabled Child.* Handout: "Activities for Sick and Convalescing Children."

Objectives	Parent Activities	Resources
	Read *I Saw a Purple Cow and 100 Other Recipes for Learning*. See "Contents," pp. 10-11 for activities with a sick child.	†Book: Cole, Ann *et al. I Saw a Purple Cow and 100 Other Recipes for Learning.*
★Establish criteria on babysitting and day care for their child.	Describe ideal characteristics of a babysitter or a child care worker in a small group discussion. Prioritize those that are (1) essential, (2) highly desirable.	
	Develop instruction list for babysitter, including emergency phone humbers, bedtime for the child, etc.	
	Discuss what kind of physical environment is ideal for child care in terms of opportunities for play as well as safety.	
	View filmstrip: *Babysitting: The Job — The Kids.*	Filmstrip: *Babysitting: The Job — The Kids,* Guidance Associates.
	Read *The Pocket Guide to Babysitting.*	Pamphlets: The Pocket Guide to Babysitting, DHEW.
	Read and discuss pamphlets: *Day Care for America's Children; 20 Questions and Answers About Child Care in Montgomery County, Md.; In Home Care Checklist; Family Day Care Home Checklist; Day Care Center Checklist; Choosing Child Day Care.*	LaCrosse, E. Robert. *Day Care for America's Children,* Public Affairs Committee. †*20 Questions and Answers About Child Care in Montgomery County, Maryland.* Montgomery County 4-C Council. *In Home Care Checklist, Family Day Care Home Checklist, Day Care Center Checklist,* Day Care and Child Development Council of America, Inc. *Choosing Child Day Care.* State of Maryland, Department of Health and Mental Hygiene.
	Listen to a speaker on local day care facilities.	
	Review the concept of separation anxiety and discuss ways to facilitate child's transition and adjustment to day care or a babysitter.	

PRESCHOOLER

(2½-4 Years)

GOAL: To Determine Appropriate Expectations of Growth and Development

Objectives	Parent Activities	Resources
§Discuss the influence of the following factors on development: 1. Heredity 2. Sex 3. Environment	**Note to Teacher:** It is suggested that the "Developmental Log Book" be given to each parent at the beginning of the parent education course. See curriculum introduction and "Developmental Log Book" handout. Listen to a presentation discussing the influence of heredity, sex, and environment (e.g., nutrition, exercise, illness, emotions, parenting) on a child. Read *How Children Grow*. Read *A Child's Mind*, chapters 2, 3, and 17. Discuss factors a caregiver can influence. Write observable characteristics of young children at varying points on a continuum indicating the importance of environment or heredity on the development of each characteristic, e.g., sex, eye color, activity level, I.Q., stubborness, irritability, affection, body build.	Handout: "Developmental Log Book." Book: Hurlock, Elizabeth. *Child Development*, chapter 4. †Pamphlet: *How Children Grow*, NIH. Books: Church, Joseph. *Understanding Your Child from Birth to Three*, pp. 142-160. Gesell, Arnold, *et al. Infant and Child in the Culture of Today*, pp. 6-46. †Beadle, Muriel. *A Child's Mind.*
§Define the following five developmental areas: 1. Physiological 2. Motor 3. Intellectual 4. Social 5. Emotional	Listen to a presentation defining the five developmental areas. Using the puzzle on the five developmental processes, list in a group discussion the corresponding developmental needs on a blank puzzle form. Handout.	Handouts: "The Five Developmental Areas." "The Five Developmental Areas Puzzle."
§Discuss the interrelationship of the five developmental areas.	Read and discuss the relationships among five developmental areas. Handouts. Discuss how success and satisfaction in one area lead to success and satisfaction in another. Give examples from your own experience. Read *What We Can Learn from Infants*, pp. 8-24. Read *Child Development*, pp. 27-46. **Note to Teacher:** Point out to group that throughout course you will be working on ways to enhance development through diet, exercise, emotional satisfaction, etc.	†Pamphlet: Dittman, Laura (ed.). *What We Can Learn from Infants*, National Association for the Education of Young Children.
§Describe the characteristics of a typical 2½-year-old child.	Read and discuss "Characteristics of the 2½ Year Old" and "The Preschool Years" handouts. Describe some basic differences between toddlers and preschoolers. Relate how these changes affect you as a parent — in what ways will your task be easier or harder?	Handouts: "Characteristics of the 2½-Year-Old Child" and "The Preschool Years."

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§Objective and parent activities relating to early identification of special needs.

†Excellent teacher resource.

Objectives	Parent Activities	Resources
	View filmstrip: *From Two to Three: Pushing for Independence.*	Filmstrip: *From Two to Three: Pushing for Independence,* from How An Average Child Behaves, Parents' Magazine Films.
§Describe characteristics of typical 3 year old.	Read and discuss "What Is a Three Year Old Like?" handout.	Handout: "What Is a Three Year Old Like?"
	Read and discuss *Infant and Child in the Culture of Today,* pp. 181-199, 324-350. *How To Parent,* chapters 6 and 7.	Books: Gesell, Arnold, *et al. Infant and Child in the Culture of Today.* Dodson, Fitzhugh. *How To Parent.*
	Observe a group of 3 year olds. Write down behavioral examples of the following typical characteristics: (1) Need to explore environment, (2) need to experiment, (3) attempts at asserting independence, (4) need to be dependent, (5) how he expresses his immediate needs, (6) how he demonstrates the beginning development of a sense of initiative.	
	Read *Childhood and Adolescence,* pp. 274-308.	†Book: Stone, L. Joseph, and Church, Joseph. *Childhood and Adolescence.*
	View filmstrip: *From Three to Four: Socialization Is the Task.*	Filmstrip: *From Three to Four: Socialization Is the Task* from How An Average Child Behaves, Parents' Magazine Films.
	Note to Teacher: Remind parents to record their child's height and weight and track their development in log book. It is vital to stress to parents that the orderly sequence of development is as important as the age a milestone is achieved. Emphasize this fact in all stages of development.	
§Describe characteristics of the typical 4-year-old child.	Read and discuss "Characteristics of the Four Year Old" handout.	Handout: "Characteristics of the Four Year Old."
	Read *Infant and Child in the Culture of Today,* pp. 210, 350-369. View filmstrip: *From Four to Five: Entering the Big World.*	Filmstrip: *From Four to Five: Entering the Big World* from How an Average Child Behaves, Parents' Magazine Films.
	Go back to the expectations exercise, compare expectations before study and after.	
§Discuss expectations of what a 5 year old is like.	Read and discuss "The Preschool Years" handout.	Handout: "The Preschool Years,"
	Read *Infant and Child in the Culture of Today,* pp. 211-215.	Book: Gesell, Arnold *et al. Infant and Child in the Culture of Today.*
§Describe how behavior changes in a patterned, predictable manner.	Listen to a presentation discussing various patterns in behavior, e.g., equilibrium vs. disequilibrium.	†Books: Gesell, Arnold *et al. Infant and Child in the Culture of Today.* Ilg, Frances, and Ames, Louise Bates. *Child Behavior.* Chess, Stella, *et al. Your Child Is a Person,* chapters 1, 2, 3, 4.

Objectives	Parent Activities	Resources
§Discuss the following factors affecting individual differences in growth and development: 1. Rate 2. Pattern 3. Heredity 4. Environment 5. Culture differences 6. Ordinal position in family	Read selections from *Your Child Is a Person, Infant and Child in the Culture of Today,* chapter 3.	Books: Chess, Stella, *et al. Your Child Is a Person.* Gesell, Arnold, *et al. Infant and Child in the Culture of Today.*
	Listen to a presentation of a summary of theories on individual personality and activity level differences present from birth.	Handout: "Origins of Personality."
	Note to Teacher: See "Origins of Personality" handout.	
	Review inherited and environmental factors influencing development.	
	Place on a continuum observable characteristics of preschoolers indicating importance of heredity or environment of the development of each characteristic.	
	Participate in a discussion on the importance of accepting your child's individual pattern and personality. What are the possible results in forcing change?	Film: *Four Families,* McGraw-Hill.
	View film: *Four Families* and discuss cultural influences on individual differences.	Books: Bronfenbrenner, Urie. *Two Worlds of Childhood U.S. and U.S.S.R.* Bettleheim, Bruno. *Children of the Dream.*
	For further cultural comparisons of personality differences from different child rearing techniques read: *Two Worlds of Childhood, U.S. and U.S.S.R.* and *Children of the Dream.*	Appendix: "Ordinal Position in the Family and Personality." Handout: "Your Unique Child."
	Listen to a presentation of Alderian theory, the influence or ordinal position in the family on personality. See Appendix.	
	§HOME: Fill out profile of own child in terms of size, eating patterns, sleeping patterns, activity level, etc. "Your Unique Child" handout.	
§Identify and track patterns of growth and development of an individual child.	Participate in a discussion on the importance of the following child's developmental progress, i.e., determining his/her rate of growth, better understanding individual patterns, identifying special needs such as learning difficulties or giftedness.	
	Discuss how this information can be used to help others (child care workers, physicians, school personnel) understand your child.	
	Log child's progress periodically in developmental record. Handout.	Handout: "Developmental Log Book."
	Note to Teacher: Logging should be a continuing process — remind parents frequently to use record. This can be a major source of early identification of special needs.	

GOAL: To Guide the Preschooler's Behavior

Objectives	Parent Activities	Resources
★Establish appropriate expectations of behavior for the preschooler.	**Note to Teacher:** A good introductory activity for this goal is to ask parents to tell "what bothers me most about my child."	
	Review the basic characteristics of the 3 and 4 year old. Discuss in terms of his/her needs and methods of expressing them and his abilities for self-control.	
	Note to Teacher: Refer to the goal "Determining Appropriate Expectations of Growth and Development."	
	Listen to a presentation on how having reasonable expectations of behavior based on developmental levels can reduce behavior problems, e.g., one can't expect a preschooler to sit still with a group of adults for any length of time — one must keep him busy with books, toys, food, etc.	
	Read *Early to Learn.*	Book: Crandall, Joy. *Early To Learn.*
	Observe how a teacher gauges activities to the mood, abilities, activity, needs, etc. of a group of preschoolers.	
	From a list of situations, give examples of situations in which a parent must anticipate preschooler's needs. Brainstorm (1) anticipated preschooler behavior, (2) some possible ways of dealing with situation.	
	Read *How To Parent*, pp. 74-80.	Book: Dodson, Fitzhugh. *How to Parent.*
★Develop methods of guiding young children's behavior.	Develop a definition of the words — guidance and discipline.	
	Read and discuss "Discipline is Guidance and Teaching" handout.	Handout: "Discipline is Guidance and Teaching."
	Read *The Magic Years*, pp. 244-251.	†Book: Fraiberg, Selma. *The Magic Years.*
	Discuss the quote from Fritz Redl. Consider the long- and short-range goals of discipline. What are the differences in your immediate goal and long-range goals? Will short-term techniques lead to long-range goals?	Quote by Fritz Redl. ". . . Disciplining is helping children grow up to be healthy, well-organized and reasonably happy young men and women. . . . discipline is short range, immediate, and long range."
★1. Effective communication	Listen to a presentation on importance of using "positive" communication with young children.	Books: Ginott, Haim. *Between Parent and Child.* †Briggs, Dorothy. *Your Child's Self-Esteem.* †Satir, Virginia. *Peoplemaking*, chapters 2-5.

★Objective and parent activities relating to parenting skills.

Objectives	Parent Activities	Resources
	Read *Don't Push Me, I'm No Computer*, pp. 145-148.	
	Read and discuss "Phrases To Use with Preschool Children" handout.	Handout: "Phrases To Use with Preschool Children."
	HOME: Practice communicating with your own child using model from "Phrases To Use with Preschool Children." Report back to class — How did you feel using positive phrases, how did the child react?	†Books: Beck, Helen. *Don't Push Me, I'm No Computer.* †Gordon, Thomas. *P.E.T.: Parent Effectiveness Training.*
	Listen to a presentation on importance of listening to the preschool child and the technique of active listening.	
	Develop and practice techniques of good listening habits in group.	
	Discuss "body language" and how to interpret it. Look at pictures of preschoolers and "listen" to what body language tells you about them and how they are feeling.	Teaching Pictures: *Moods and Emotions,* David C. Cook Publishing Co.
	Role play using listening skills in small groups with one person being a small child, one a parent, one an observer.	
	Observe the teacher communicating to the children — How does she get a child's attention, how does she keep it, how does she let a child know she is interested in what the child has to say? Be specific. Give examples.	
	Discuss techniques of getting a young child to listen to you, e.g., eye contact, short, simple directions, touch child, etc.	
	Role play in small groups on ways to obtain and keep a preschooler's attention. OR HOME: Practice techniques of listening and getting child's attention with your own child.	
	Read *Parent Power, Child Power* on problem solving.	Book: DeRosis, Helen. *Parent Power, Child Power.*
★2. Modeling behavior	Listen to a presentation on how children learn by imitation.	Book: Taylor, Katharine. *Parents and Children Learn Together,* chapter 4.
	Note to Teacher: Point out to parents that modeling is our most valuable teaching tool.	
	Give examples of times you have noticed your child imitating your behavior.	

Objectives	**Parent Activities**	**Resources**
	Discuss importance of keeping words and actions consistent, e.g., What does a child learn if after he has knocked down his younger brother you say, "Never hit people smaller than you" and slap his hand or bottom.	
	Observe how a teacher models appropriate behavior with small children. Discuss "Children Need Adults for Guidance" handout.	Handout: "Children Need Adults for Guidance."
★3. Setting limits	Participate in a discussion on: Do children need limits: Why? How many, how narrow? What are some necessary limits?	
	Note to Teacher: Point out the necessity of setting only limits that you can enforce.	†Books: Arnstein, Helene. *The Roots of Love,* pp. 101-124, 131-141.
	Describe ways you can set limits for preschool child, e.g., setting the environment — gates, etc., some no-no's simple directions, removing from the scene, etc.	Gordon, Thomas. *P.E.T.: Parent Effectiveness Training,* chapter 8.
★4. Modifying the environment	List some common behavior problems of preschoolers.	
	Listen to a presentation on ways of modifying the environment, enriching, impoverishing, simplifying limiting space, substituting activities. Discuss.	
	In small groups, brainstorm ways of modifying environment to alleviate problems at meal time, dressing time, playtime, bedtime, clean-up time.	
	Share examples with group of how you change home environment to cut down on possible behavior problems.	
★5. Decision making	Listen to a presentation on: 1. Importance of allowing children to make choices. 2. How to state choice clearly to child, e.g., would you like to wear the green shirt or the red shirt and how to indicate there is no choice, e.g., "It's time to wash hands" not "Would you like to wash hands?"	
	Note to Teacher: Emphasize to parents that there are times a preschooler cannot face even a simple decision and the parents will have to make the decision to avoid frustrating the child.	
	Observe the teacher as a model — jot down instances of when and how she allows choices, when she makes it clear there is no choice.	

Objectives	Parent Activities	Resources
	HOME: Devise ways of allowing your child choices at meal time, bedtime, clean-up time. Be sure choices are genuine and that you can live with decision. Write down examples you use.	
★6. Logical consequences	Read *Children: The Challenge*, chapter 6. Define natural and logical consequences. Read and discuss examples from *While You're At It*, p. 10. Listen to a speaker from IPA talk about how to use logical consequences, and the psychological benefits derived from their use. Give examples of how logical consequences can be used in guiding a young child's behavior.	†Books: Dreikurs, Rudolf. *Children: The Challenge*. Dreikurs, Rudolf, and Grey, Loren. *A Parent's Guide to Child Discipline*. Board of Cooperative Educational Services of Nassau County. *While You're At It*. Dreikurs, Rudolf, and Grey, Loren. *Logical Consequences: A New Approach to Discipline*. Organization: Individual Psychology Association.
★7. Rewards and punishments	Describe the difference between punishment and discipline. What methods of guiding behavior can be used? What might a child learn from punishment? Read *The Magic Years*, pp. 251-264. Discuss the question: Should a parent reward good behavior? How? Discuss the difference between a reward, e.g., praising good behavior and bribing, "I'll give you a lollipop if you behave in the store." What will a child learn from bribery?	†Book: Fraiberg, Selma. *The Magic Years*. †Books: Beck, Helen. *Don't Push Me, I'm No Computer*, pp. 137-144. †Gordon, Thomas. *P.E.T.: Parent Effectiveness Training*, chapter 7. Board of Cooperative Educational Services of Nassau County. *While You're At It*.
a. Praise and criticism	Listen to a presentation on how to use praise and the importance of being specific and immediate with praise. Listen to a presentation of the Behavior Modification Theory of reinforcement and extinction. Apply to using praise and criticism with a young child. Read *While You're At It*, pp. 11-16.	Specialist: Psychologist specializing in Behavior Modification.

Objectives	Parent Activities	Resources
b. Threats	Participate in a discussion, "What might a preschooler learn from parental threats?" What happens if threat is not carried out? Are threats an effective form of discipline?	Pamphlets: Strang, Ruth. *Helping Children Solve Problems*, Science Research Associates, Inc. Leonard, Charles W. and Flander, Murray S. *Why Children Misbehave*, Science Research Associates, Inc. Escalona, Sibylle. *Understanding Hostility in Children*, Science Research Associates, Inc.
c. Consistency	Discuss the need to be consistent in disciplining child. Refer to *P.E.T.* and behavior modification theories.	

GOAL: To Recognize and Understand the Needs of Preschooler's Parents

Objectives	Parent Activities	Resources
Recognize the needs of adults.	**Note to Teacher:** Remember to periodically assess the effectiveness and relevancy of your teaching.	Appendix: Maslow's Hierarchy of Needs and Erikson's Eight Stages of Human Development.
	Listen to a presentation of Maslow's Hierarchy of Needs and Erikson's Eight Stages and discuss how these theories apply to adult needs and development. See Appendix.	†Books: Satir, Virginia. *Peoplemaking.* Barber, Virginia, and Skaggs, Merrill. *The Mother Person.* McBride, Angela Barron. *The Growth and Development of Mothers.* Maslow, Abraham. *Motivation and Personality,* chapter 11. Erikson, Erik. *Childhood and Society.* †Sheehy, Gail. *Passages: Predictable Crises in Adult Life.*
	Review developmental tasks, i.e., independence vs. dependence, expressing feelings, accepting limits, giving and receiving affection. Discuss in terms of parent development. Give examples from personal experience.	
	Note to Teacher: Point out that adults have the need to be dependent at times as well as independent. These needs are life-long.	
	View film: *Bridging the Gap.*	†Film: *Bridging the Gap,* Cinematic Concepts Corp.
Recognize the need of parents to be treated as individuals.	Participate in a discussion about one's feelings of being treated as a parent or spouse rather than an individual.	
	Fill out and discuss "View of Self and Family Roles" handout and discuss roles, interests, activities in terms of how I see myself, am I meeting my personal needs.	Handout: "View of Self and Family Roles."
Relate special considerations in families where both parents work. 1. The working mother	Read "The Working Mother: Not Guilty" from *Your Child Is a Person.*	Books: Hoffman, Lois, and Nye, Ivan. *Working Mothers.* †Curtis, Jean. *Working Mothers.* Olds, Sally. *The Mother Who Works.* Chess, Stella, *et al. Your Child Is a Person.* Brazelton, T. Berry. *Toddlers and Parents,* chapters 2, 4, 9. Dreikurs, Rudolf. *The Challenge of Marriage.*
	Discuss and list in small groups the pros and cons of both parents working. Consider the psychological needs of parent and child (including age of child), finances, physical demands of being a parent, worker, and taking care of the home.	
	Discuss alternatives to full-time job, school, or child care, e.g., volunteer work, creative work, part-time job, academic, recreational classes.	
	Read and discuss *Working Mothers,* chapters 3, 4, 5, and *The Mother Who Works Outside the Home.*	
2. Day care	**Note to Teacher:** See section on day care.	†Books: Faber, Adele, and Mazlish, Elaine. *Liberated Parents, Liberated Children.* Erikson, Erik. *Childhood and Society.*
	Review criteria for day care and discuss how day care affects the child.	
	Discuss feelings (guilt, shame, relief) parents may have when giving up child care responsibilities to others.	Handout: "Child Care Visitor's Checklist."

Objectives	Parent Activities	Resources
	Listen to a panel of parents who have outside jobs and those who are at home with the preschooler speak about their life styles, whether they would prefer changing roles, how they manage time, etc. Use child care check list while visiting day centers. See "Child Care Visitor Checklist" handout. **Note to Teacher:** Fathers should be included in all aspects of the curriculum. An evening session with fathers is an excellent idea when possible.	
Discuss the following issues of fatherhood: 1. Fathering role	Read *How To Father,* chapters 1 and 3. Develop a functional definition of the word "father." Listen to a panel of fathers discuss what fatherhood means to them. See Appendix.	Books: Dodson, Fitzhugh. *How To Father,* chapter 1 and 3. Appendix: "Suggested Topics for a Panel of Fathers." †Books: Westlake, Helen, *Children,* pp. 44-54.
2. Child's needs	Discuss what role a father should take in raising a preschooler. Fathers: Discuss what it would be like to be home all day as a househusband. Participate in a discussion on father's needs and conflicts involved with being a husband, parent, and wage earner. Discuss what needs a male figure can particularly satisfy for a young child. Read *Kitchen Sink Papers, Working Mothers,* etc., on importance of both parents taking responsibility for children. Discuss. **Note to Teacher:** It is ideal to have both parents present for this discussion.	McGrady, Mike. *The Kitchen Sink Papers.* Hoffman, Lois, and Nye, Ivan. *Working Mothers.* †Biller, Henry, and Meredith, Dennis. *Father Power.* †Lynn, David B. *The Father: His Role in Child Development.*
Relate ways in which the marital relationship is affected by parenthood: 1. Recognizing and meeting the needs and feelings of one's spouse	Read *Peoplemaking,* chapters 4, 5, 9. Participate in a discussion on how one's spouse might feel about relationship and life-style changes.	Book: Satir, Virginia. *Peoplemaking.*
2. Communicating needs and feelings to one's spouse	Participate in discussion on "Finding time for each other." Discuss importance of communicating feelings to spouse. Listen to a lecture demonstration of communication techniques, i.e., active-listening and I-messages. Practice role-play. Handout.	Book: Gordon, Thomas. *P.E.T.: Parent Effectiveness Training.* Handout: "Using I Messages."

Objectives	Parent Activities	Resources
3. Sharing responsibilities	Discuss whether there are specific male and female roles in a marriage; what areas are unique; what areas are roles interchangeable?	
	Describe situations and times when you need to share household and child care responsibilities with spouse.	
	Discuss how a sharing relationship can enhance a relationship and communication with spouse.	
	Practice and role play techniques.	
	View filmstrip: *Fathers, Mothers and Others.*	Filmstrip: *Fathers, Mothers and Others.* J. C. Penney Co.
	Note to Teacher: Extend an open invitation for fathers and grandparents to visit classes. Having this happen seems to create new understanding among family members and the class as a whole.	
4. Relating to parents and in-laws	Listen to a presentation with diagrams on transactional analysis — 3 ego states of parent, adult, child.	†Books: James, Muriel, and Jongeward, Dorothy. *Born to Win.* Harris, Thomas. *I'm OK You're OK.*
	Discuss in terms of a person playing all 3 roles at different times — You are still your mother's child, etc.	
	Read *Peoplemaking,* chapter 16, and discuss in terms of your relationship with your parents or in-laws.	†Books: Satir, Virginia. *Peoplemaking,* chapter 16. †Gordon, Thomas. *P.E.T.: Parent Effectiveness Training.*
	Describe situations where you and your parents differon approach to childrearing.	
	Discuss alternative methods of handling the above situation.	
	Discuss your feelings when there is a conflict and ways to communicate feelings to parents or in-laws.	
	Listen to a presenation on "I Messages" for communicating feelings. Handout.	Handout: "Using I Messages."
	Practice sending "I Messages."	

GOAL: To Understand the Physiological Needs of the Preschooler

Objectives	Parent Activities	Resources
FEEDING Identify basic nutritional needs in terms of amount and kind of food needed for the preschooler.	Listen to a presentation on the basic four food groups and amount of food appropriate for a preschooler.	Specialists: Nutritionist. Public Health Nurse.
	‡Introduce basic food groups, e.g., week 1 — *milk group*, make ice cream or butter; week 2 — *meat group*, make peanut butter, play with beans, scramble eggs; week 3 — *vegetables*, shell peas, peel potatoes or carrots, make vegetable prints; week 4 -- *fruit*, make melon balls or fruit salad, do fruit stamping; week 5 — *grains*, bake bread, playdough, play in corn flour.	
	Read pamphlets *Food Before Six; Meal Planning for Young Children.*	Pamphlets: *Food Before Six*, National Dairy Council. *Meal Planning for Young Children*. Nutritional Service, General Mills. *Put Munch in Their Menu*, Inter-Harvest Corporation.
	See visual aid of a plate showing child size portions, e.g., dinner for a 2½-3 year old — meat patty, 3 inches; potatoes, 2 tbsp.; peas, 1 pbsp.; milk, 6 oz. glass; applesauce, ½ apple.	
	Read *Creative Food Experiences for Children*, pp. 8-11.	†Books: Goodwin, Mary T., and Pollen, Gerry. *Creative Food Experiences for Children.* Boston Children's Medical Center, *Child Health Encyclopedia*, pp. 35-37.
	Read and discuss "Making Mealtime Fun for Parent and Child" handout.	
	Write down the daily diet of your preschooler at home. Revise in class the diet to include the basic four food groups if necessary.	Handout: "Making Mealtime Fun for Parent and Child."
	Prepare a nutritious snack for class.	
	Read *Creative Food Experiences for Children*, pp. 24-25.	Children's Books: Brown, Marcia. *Stone Soup*.
	Discuss techniques of presenting the concept of nutritious foods to a preschooler. Why do we need certain foods? What are they? What foods do we need?	Krauss, Ruth. *The Carrot Seed.*
	Discuss ways to cope with food advertisements on television.	Pamphlets: *Your Child's Appetite*, Ross Laboratories.
Analyze the expression and interrelationship of other needs and behaviors.	Discuss expectations a parent has about a child's table manners.	
1. Social	Discuss the importance of making mealtime a social period for the preschooler.	
	View and discuss filmstrip: *Feeding Habits.*	Filmstrip: *Feeding Habits*, Canadian Department of National Health and Welfare, International Film Bureau.

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‡Children's activity.

Objectives	**Parent Activities**	**Resources**
2. Emotional	Discuss consequences of pressuring a child to eat when he is not interested. How might the child react? What will he be learning about food; about you? (Relate discussion to how you feel when you are forced to do something against your will.)	
	Read *Creative Food Experiences for Children*, pp. 1-6, 104-123.	Books: Goodwin, Mary, and Pollen, Gerry. *Creative Food Experiences for Children.* Lansky, Vicki. *Feed Me, I'm Yours.* The Parents' Nursery School. *Kids Are Natural Cooks.*
3. Motor	Give examples relating finger foods, use of utensils, and pouring to motor development.	
	‡Use small plastic juice pitchers, so children can pour for themselves.	
4. Cognitive	Listen to a presentation describing learning experiences that can occur during feeding.	
	Discuss the shape, texture, color, size of foods with a child using a variety of foods.	
	‡Plant seeds in class and watch them grow. Read *Carrot Seed* or *Titch*.	Children's Books: Krauss, Ruth. *The Carrot Seed.* Hutchins, Pat. *Titch.*
	Read *Kids Are Natural Cooks*, pp. 113-125.	
	Give examples of things children can learn from preparing and eating food, e.g., weights, sorting, classifying, etc.	
	Read to a preschooler a book about food. See *Creative Food Experiences for Children* reading list, pp. 125-129.	
Discuss feelings parents may have about the preschooler's eating habits.	Do an expectation exercise on the feeding situation at the following ages: 2½, 3 and 4 years Amount of food consumed Frequency and length of meals Self-help and neatness during feeding Use of utensils Child's food preferences	
	Talk about your feelings when your preschooler refuses to eat, spills, drops food, etc. Discuss possible reasons for these behaviors.	
	Discuss how a parent feels when a child wants to help with food preparation and devise ways in which a preschooler can participate. Consider the following factors: safety, child's abilities, parent's patience, space, and time.	
★Devise strategies to enhance child's concept about food.	Read *Creative Food Experiences for Children*, pp. 23-102.	†Books: Goodwin, Mary, and Pollen, Gerry. *Creative Food Experiences for Children.* The Parents' Nursery School, *Kids are Natural Cooks.* Lansky, Vicki. *Feed Me, I'm Yours.*
	Select cooking activity from above book.	
	Take a preschooler to the supermarket.	

Objectives	Parent Activities	Resources
	Devise a nutritious plan for a special celebration. Read *Creative Food Experiences for Children*, pp. 139-149.	
	Plan an experience for a child preparing food appropriate for a particular season of the year. Read *Kids are Natural Cooks*, pp. 3-112.	
	Read "Guidelines for Teachers and Parents," *Kids are Natural Cooks*, pp. 113-121.	
	Devise a meal schedule which is accomodating to both parents' and child's needs.	
TOILETING **Identify physical factors which indicate child's readiness for complete toilet training.**	Listen to a presentation on indications of readiness for toilet training, including night training and what is normal in terms of frequency of urination and defecation.	Books: Spock, Benjamin. *Baby and Child Care*. Brazelton, T. Berry. *Toddlers and Parents*.
	Read *Baby and Child Care*, pp. 249-264.	
	Read *Toddlers and Parents*, pp. 149-150, 209-210.	
Analyze the expression and interrelationship of other needs and behaviors.	Discuss parents' needs to have child toilet trained.	
1. Emotional and social readiness	Discuss reasons a child may or may not be interested in training — his emotional, social, and physical needs, especially the implication of forcing control too soon or too punitively.	Books: Ilg, Frances, and Ames, Louise Bates. *Child Behavior*, chapter 6.
	Discuss the effect of other children on the child's desire to be toilet trained.	Arnstein, Helene. *The Roots of Love*, pp. 125-130.
	Discuss ways to facilitate a child's independence in toileting, i.e., clothing, availability of facilities, etc.	Books: Dodson, Fitzhugh. *How To Parent*, pp. 132-143. Fraiberg, Selma. *The Magic Years*.
	Read and discuss *How To Parent*, pp. 132-143, or *The Magic Years*, pp. [illegible]1-103, or *Between Parent and Child*, pp. 179-181, or *Your Child Is a Person*, pp. 81-86.	Ginott, Haim. *Between Parent and Child*. Chess, Stella, *et al. Your Child Is a Person*.
2. Regression	Read "Tips About Toilet Training" handout.	Handout: "Tips and Toilet Training."
	Discuss factors which may cause regression in toilet training, i.e., illness, birth of sibling, etc., and methods to deal with regression.	
Analyze parental reactions to the process of toilet training the child.	Discuss external pressures on parents to have a child who is trained, i.e., parents, peers, nursery school, etc.	
1. External pressures	‡Have children play with mud clay or brown play-dough, finger paint with chocolate pudding.	
	Discuss why children may be fascinated in playing with their feces. Provide an opportunity for them to play with substitute materials.	

Objectives	**Parent Activities**	**Resources**
2. Attitudes toward sexuality and modesty	In small groups, discuss ways toddler learns by imitation and how parents' attitudes of modesty may inhibit this learning. Think about and discuss your own feelings on toileting and modesty.	
★Utilize strategies which motivate and assist the toddler in developing bowel and bladder control.	Read "Tips About Toilet Training" handout and *Developing Toilet Habits.*	Pamphlet: *Developing Toilet Habits,* Ross Laboratories.
	With the group and leader, create a developmental continuum from early signs of readiness for training to total responsibility for toileting oneself.	
	Place own child on continuum; describe expectations for the future.	
	Exchange ideas in small groups of techniques which have been successful at home. View filmstrip: *Dependence vs. Independence.*	Filmstrip: *Dependence vs. Independence,* from the series The Child's Relationship with the Family, Parents' Magazine Films.
	HOME: Read with child and talk about *No More Diapers.*	Books: Selzer, Joae. *No More Diapers,* O.P.
	Read and discuss *Toilet Training in Less than a Day.*	Azrin, Nathan, and Foxx, Richard. *Toilet Training in Less than a Day.*
	Note to Teacher: This is a controversial book; be sure to mention its pros and cons.	
REST AND SLEEP Recognize the need for rest and sleep according to: 1. Age	Listen to a presentation on how age, individual activity level, and amount of daily activity influence amount of sleep and rest a preschooler needs. Discuss changes in patterns that have occured since the child was a toddler.	Books: Chess, Stella *et al. The Child Is a Person,* pp. 50-60. Fraiberg, Selma. *The Magic Years,* pp. 59, 78-93. Kelly, Marguerite, and Parsons, Elia. *The Mother's Almanac,* pp. 46-47. Church, Joseph. *Understanding Your Child from Birth to Three.* Ilg, Frances, and Ames, Louise Bates. *Child Behavior.*
2. Activity level	Discuss need to alternate active and quiet times during the day in child's daily pattern, ways of impoverishing the environment for restful periods.	
3. Patterns for active and quiet times	HOME: Describe your own child's daily pattern of rest and activity on general time chart, showing naptime, bedtime, meals, and active play.	
	Plan daily routine to suit preschooler's needs for rest and activity (recognizing needs of other family members). Include planning for bedtime.	
4. Health	Discuss the effect a child's health has on the need for rest and sleep and ways to meet special needs.	

Objectives	Parent Activities	Resources
Describe how other needs can interfere with rest or sleep.	Listen to a presentation discussing how fears change as the child grows older.	
1. Fears of sleep and darkness.	‡Use flannel board: Read *Lisa Cannot Sleep.* Talk with children about bedtime. Ask "Do you ever have trouble going to sleep? Do you sometimes take a favorite animal or blanket to bed with you?"	Children's Book: Beckman, Per, and Beckman, Kaj. *Lisa Cannot Sleep.*
	Discuss ways a child might express fears of sleep and methods to handle this problem. Relate to individual experiences with your preschooler.	
	Read and discuss "Your Child and Sleep" handout. Read and discuss *Your Child and Sleep Problems, Your Child's Fears.*	Handout: "Your Child and Sleep."
	Read about fears in childhood, *Child Development,* pp. 191-194.	Book: Hurlock, Elizabeth. *Child Development.*
2. Social and physical stimuli	Role play: How does a preschooler feel when he is put to bed in his room for the night when an adult party is going on downstairs.	Pamphlets: *Your Child and Sleep Problems,* Ross Laboratories. *Your Child's Fears,* Ross Laboratories.
Describe parental reactions and feelings when child is resistent to sleep and/or expresses fears.	In small group, discuss feelings which occur when child resists sleep, has trouble falling asleep, is fearful, or has nightmares at night.	
	Discuss parents' need for rest, sleep, and privacy.	
	Brainstorm supportive responses to child when the child. Role play the situation. Wakens at night and is fearful Resists sleep due to overstimulation or overtiredness Demands more attention after bedtime	
★Utilize techniques which promote rest or sleep for the child.	With group, describe setting, objects (e.g., blanket, story book, teddy bear) and routines which will prepare the preschooler for sleep. Place on chart.	Children's Books: Brown, Margaret. *Goodnight Moon.* Hoban, Russell. *Bedtime for Frances.*
1. Preparing the environment	‡Read *Goodnight Moon* or *Bedtime for Frances.*	Handout: "Good Books for Bedtime."
	Review "Good Books for Bedtime" handout.	
	HOME: Analyze home setting in terms of preschooler's sleep needs.	
2. Meeting other needs	List other needs, i.e., hunger, illness, etc., which affect sleep and how the child might express them.	
3. Dealing with a child's fears	Discuss "What to do when child awakens during the night." Include issue of sharing one's bed with child.	

GOAL: To Understand and Meet the Emotional Needs of the Preschooler

Objectives	Parent Activities	Resources
Identify the role of self-concept in child development. 1. Importance, where it comes from 2. Relation to all developmental areas 3. Strategies	**Note to Teacher:** Remember to periodically assess the effectiveness and relevancy of your teaching. Read *Who Am I? The Development of Self-Concept; Your Child's Self-Esteem* or *How To Spell Love to Your Child.* View filmstrips: *The Subject Is Love; The Need for Love;* or *Emotional and Social Development,* Part II. Listen to a presentation on the meaning and importance of self-concept, described as IALAC, *I Am Lovable And Capable.* Discuss the statement: "You are a mirror through which the child sees himself." View filmstrip: *How a Child Sees Himself.* Describe possible behaviors of your child and what it might tell about how the child feels about himself. Read *T.A. for Tots* with your child. Read and discuss poem, *Children Learn What They Live.* See Appendix. Observe a child: Watch for activities which encourage positive self-concept, e.g., pouring own juice at snack time. Listen for statements which help promote positive self-concept. Handout. Describe activities you can do with a small child to make him more aware of self. ‡Use a magnifying glass to explore skin, fingers, hair, etc. Use a tape recorder to identify voice characteristics. Keep height and weight charts of children on the wall. Make a hand or foot print.	Pamphlet: Keister, Dorothy. *Who Am I? The Development of Self-Concept,* Learning Institute of North Carolina. †Book: Briggs, Dorothy. *Your Child's Self-Esteem — The Key to His Life.* †Article: Briggs, Corothy. "How To Spell Love to Your Child," *Parent Cooperative Preschools International Journal,* Volume II, May, 1971. Filmstrip: *The Subject Is Love; The Need for Love* from Love and Identity, Parents' Magazine Films. Film: *Emotional and Social Development,* Part II, Concept Media. Book: Ginott, Haim. *Between Parent and Child.* Appendix: "Children Learn What They Live." Handout: "Emotional Development: Self-Esteem" — Observatory sheet. Book: Freed, Alvyn. *T.A. for Tots.* Pamphlet: *Building Self-Confidence,* Human Relations Aids. Books: Goodman, David. *A Parents' Guide to the Emotional Needs of Children.* Rogers, Carl. *On Becoming a Person.* Smart, Mollie, and Smart, Russell. *Children: Development and Relationships,* chapter 8. Freed, Alvyn. *T.A. for Tots.*
Describe the preschoolers need to assert independence and his dependency needs.	Observe 3- and 4-year-old children at play. Mark down examples of ways they exhibit a need for independence, ways they show dependency needs. Note age differences and what, if any, effect they have. Discuss. Handout Discuss how these needs affect the child attending nursery school, day care center, or Sunday School. HOME: Observe your own child, write down examples of how he/she shows dependency needs. Toilet training is a good example for discussion.	Handout: "Emotional Development -- Growing Toward Independence." †Books: Erikson, Erik. *Childhood and Society,* chapter 8. Newman, Barbara, and Newman, Phillip. *Development Through Life,* pp. 37-41, 73-82.

Objectives	Parent Activities	Resources
	Note to Teacher: Be sure to emphasize the uneveness of move toward independence. There are normally many backward steps. Adults also have dependency needs. Discuss how some expressions of independence can be interpreted as "negative or difficult" behavior.	Brazelton, T. Berry. *Toddlers and Parents.* Dodson, Fitzhugh. *How To Parent.*
Describe the preschoolers emotional development in terms of Erikson's stage of initiative vs. guilt.	View film: *Ego Development.* Discuss. Listen to a brief presentation of Erikson's first 3 stages of development. See Appendix. Define the work initiative and give examples of ways a 3 or 4 year old expresses initiative, e.g., self-help, imagination, dramatic play. Discuss "What is a parent's role?" "How can parent encourage initiative?" "How can parent help child to develop pride in his undertakings, not guilt from same?" Discuss how a developing conscience helps regulate and control initiative.	Film: *Ego Development,* CRM. Appendix: "Maslow's Hierarchy of Needs and Erikson's Eight Stages of Development." Book: Erikson, Erik. *Childhood and Society.* Books: Westlake, Helen. *Children,* p. 168.
Identify and accept some basic emotions of the preschooler: (1) their expression, (2) effect on child and parent.	List some emotions a preschooler might experience. Read *Child Behavior,* chapter 7, on tension outlets. List some typical ways a preschooler expresses his feelings, e.g., aggressive behavior, cuddling, thumb-sucking, rocking, etc.	Smart, Mollie, and Smart, Russell. *Children: Development and Relationship,* pp. 306-316. Filmstrips: *How Feelings Grow; Anger and Sadness;* and *Expressing Feelings* from the series The Development of Feelings in Children, Parents' Magazine Films.
1. Anger and frustration	View filmstrips: *Ander and Sadness,* and *Expressing Feelings.* Listen to a presentation: why preschooler is easily angered and frustrated, how his feelings can appear and change rapidly. Read and discuss "Understanding Anger and Frustration." ★Discuss: 1. Importance of allowing a child to express feelings. 2. Accepting feelings, even negative ones. 3. Helping a child gain control over behavior. Observe and record how teacher handles children exhibiting frustration or anger. Note how she accpets emotions, rechannels behavior. ★Role play ways adults accept child's negative heelings using examples suggested by teacher or class members.	Book: Ilg, Frances, and Ames, Louise Bates. *Child Behavior.* Handout: "Understanding Anger and Frustration."

Objectives	Parent Activities	Resources
2. Fears, worry, anxiety	View filmstrips: *When Children Are Afraid* and *How To Deal with Fear*. Discuss. Describe fears that own or other preschool children exhibit. Identify possible causes of the fears, e.g., conditioning, imagination, lack of preparation for new experience, TV. Discuss the possible effects of TV on fears and/or aggressive behavior of children. Read current studies. ★Summarize ways to prevent development of fears and to help child overcome fears.	Filmstrips: *How To Deal with Fear* from the series The Development of Feelings in Children, Parents' Magazine Films. *When Children Are Afraid*, Problems of Young Children, Parents' Magazine Films. †Books: Church, Joseph. *Understanding Your Child from Birth to Three.* Hurlock, Elizabeth. *Child Development.* Smart, Mollie, and Smart, Russell. *Children*, pp. 317-320. Johnson, Nicholas. *How To Talk Back to Your Television Set.* Schramm, Wilbur. *Television in the Lives of our Children.*
3. Jealousy and sibling rivalry	Read and discuss: "Sibling Relationships" handout. Discuss child's reactions to a new baby in terms of "How would you feel and react if your spouse brought home a new wife/husband." Look at children's stories which prepare children for arrival of a new sibling. ★Discuss the importance of preparing a preschooler for the infant's arrival and letting him participate in new experience. ★Discuss possible techniques of minimizing sibling rivalry.	Handout: "Sibling Relationship." Books: Chess, Stella, *et al. Your Child Is a Person.* Smart, Mollie, and Smart, Russell. *Children, Development and Relationships*, pp. 314-316. Homan, William. *Child Sense*, pp. 166-175. Dreikurs, Rudolf. *Children: The Challenge*, chapters 24 and 30. Children's Books: Stein Sara B. *The New Baby.* Greenfield, Eloise. *She Come Bringing Me that Little Baby Girl.* Holland, Viki. *We Are Having a Baby.* Keats, Ezra Jack. *Peter's Chair.* Hoban, Russell. *Baby Sister for Frances.* Alexander, Martha. *Nobody Asked Me if I wanted a Baby Sister.*
4. Love and affection	View filmstrip: *Love and Joy.* Describe ways your child shows affection toward you, your spouse, siblings, peers, and other important people. Discuss what are reasonable expectations of affection in a preschooler. Observe children in class showing affection to peers, teachers, mothers. Discuss how expressions of affection and closeness influence a child's ability to express love and affection.	Filmstrip: *Love and Joy* from the series The Development of Feelings in Children, Parents' Magazine Films.

GOAL: To Understand and Meet the Social Needs of the Preschooler

Objectives	Parent Activities	Resources
Describe peer relationships in preschool years. 1. Importance	Discuss reasons to arrange for peer contacts at this age — What does child learn from peer contact?	
	‡Play record *Free To Be You and Me.*	Filmstrip: *Play and Peer Relations* from the series Play and Self-Expression, Parents' Magazine Films.
	View filmstrip *Play and Peer Relations.* Discuss.	
	Participate in a discussion — How much should we schedule free time of preschoolers, how much time should they be with peers, how much alone with family?	Record: Thomas, Marlo. *Free To Be You and Me.*
2. Kinds of play	Listen to description of cooperative play at ages 3 and 4.	
	Note to Teacher: Point out to parents that parallel and associative play often persist. For many children real cooperative play does not appear until later.	
	Observe children at play, note age of children involved in cooperative play. Read and discuss "Social Development — Peer Relationships" handout.	Handout: "Social Development — Peer Relationships."
	View film: *Dramatic Play.* Discuss.	
	‡Have available props for dramatic play, e.g., hats, ties, vests, razor (no blades), eye glass frames, brief case, shoes, purses, make-up bottles.)	
	Discuss how to set the stage for dramatic play.	†Film: *Dramatic Play,* Campus Films.
	Observe children participating in dramatic play, list possible learnings, especially about social relationships.	
★3. Parental strategies	List some common problems that occur in peer play at this age, e.g., sharing, waiting for a turn.	
	Devise possible strategies to help preschoolers with these problems — include discussion of ample play, material, changing pace and activities, when and how much to interfere?	
Describe how a preschooler is able to adjust to limits and expectations.	Listen to a presentation about how the preschooler begins to internalize parental restrictions, how the guilt reaction works.	Books: Smart, Mollie, and Smart, Russell. *Children: Development and Relationships,* pp. 321-322.
1. Developing self-control	Participate in a discussion on setting limits — how much control, how much freedom. Be sure to relate to developmental stage of child. Discuss how individual differences in child and in parent affect this process.	†Gordon, Thomas. *P.E.T.: Parent Effectiveness Training,* chapters 9 and 10. Satir, Virginia. *Peoplemaking.*
	Explore the possible consequences of too much parental control, too little control. Handouts.	Handouts: "Use of Power with Children" and "Developing Self-Control."

Objectives	**Parent Activities**	**Resources**
	Use observation sheet on self-control. Handout.	Books: Smart, Mollie, and Smart, Russell. *Children,* pp. 320-325. Dodson, Fitzhugh. *How To Parent,* pp. 165-167. Gesell, Arnold *et al. Infant and Child in the Culture of Today.*
2. Developing a conscience	Describe the difference between internalized and externalized control.	
Describe how sex roles and identity develop in the preschool years.	Create a sterotyped definition of masculinity and femininity. Underline those parts of the definition with which you agree. Discuss what factors might create stereotyped male and female images. Are many inate, are they culturally induced. Discuss the influence TV has on the sex identity of children. How are men portrayed? Women? Discuss the role of modeling behavior in helping a child develop a male or female identity.	†Articles: DeFilippo, Kathy. "Little Girls and Picture Books: Problems and Solutions," *The Reading Teacher,* April, 1976, pp. 671-674. Sternglanz, and Serbin, Lisa. "Sex-Role Stereotyping in Children's Television Programs," *Developmental Psychology,* vol. 10, 1974, pp. 710-714.
	Discuss how choice of clothing, toys, activities affect male or female role. Read *Little Girls and Picture Books — Problems and Solutions* or *Sexism and Youth.*	Books: Satir, Virginia. *Peoplemaking.* †Gersoni-Stavn, Diane, compiler. *Sexism and Youth.* †Article: Emma Willard Task Force on Education. "Consciousness-Raising in the Classroom: Some Games, Projects, Discussions-openers, etc." in *Sexism and Youth,* 1972, pp. 103-106.
Determine what and how to tell your preschool child about sex. 1. What is normal at this age	Discuss a child's general curiosity about the world as background to his curiosity about his origins, where babies come from, etc. Discuss how a child might feel when his questions are unanswered. Discuss how you might feel in the same situation. Discuss the importance of conveying attitudes about sex as well as information, e.g., shameful or enjoyable, love as a part of sex, etc. Tie in with a discussion on sex role and identity.	Pamphlets: *How To Tell Your Child about Sex.* Public Affairs Pamphlets. *How Your Child Learns about Sex.* Ross Laboratories.
2. The oedipal stage	Listen to a presentation on the psychoanalytic stage of oedipal complex fantasies and possible guilt. Relate to own child's behavior. Participate in a discussion on how to help a child resolve oedipal conflict, i.e., keeping the reality of parental togetherness and some privacy.	†Book: Fraiberg, Selma. *The Magic Years,* pp. 193-227. Children's Books: Stein, Sara B. *Making Babies.* Griffin, Glen. *You Were Smaller than a Dot.* Andry, Andrew. *How Babies Are Made.*

Objectives	Parent Activities	Resources
★3. Parental strategies	Discuss the possibilities of competition between parent and a child of same sex and how to avoid it. Discuss the importance of giving the child correct and simple information about sex. Participate in a discussion on methods of conveying sex information to preschoolers, include issues of: 1. Vocabulary to use 2. How much information to give 3. Child nudity, group toileting at school or home 4. Books to use with child Read selections from the following: *Your Child Is a Person,* chapter 12, *Parent Power, Child Power,* chapter 18.	†Books: Arnstein, Helene. *Billy and Our New Baby.* †Chess, Stella, *et al. Your Child Is a Person,* chapter 12. DeRosis, Helen. *Parent Power, Child Power,* chapter 18. †Johnson, Eric. *Love and Sex in Plain Language.* Pamphlet: *What to Tell Your Child About Sex,* Child Study Press.

GOAL: To Understand the Speech and Language Development of the Preschooler

Objectives	Parent Activities	Resources
Describe the process of speech and language development of the preschool child. 1. 3-4 year old	Listen to a presentation defining concpets in speech and language. Review speech and language development during the first year.	Books: Tough, Joan. *Talking, Thinking, Growing.* Eisenson, Jon. *Aphasia in Children,* chapters 1, 2, and 3.
	Read and discuss "Language Development" handout.	Handout: "Language Development."
	View and discuss film: *Language Development* or *Teach Your Child To Talk.*	†Film: *Language Development,* CRM.
	Read and discuss *Teach Your Child To Talk,* pp. 73-80.	Filmstrip: *How Language Grows* from the series Preparing the Child for Learning, Parents' Magazine Films.
	View slides and tape show: *Teach Your Child To Talk.*	
	Summarize a 3- to 4-year-old child's speech and language development.	†Kit: Staff of Developmental Language and Speech Center. "Teach Your Child To Talk" (film, handbook, tape, slides), CEBCO/Standard Publishing Co.
		Book: Pizzo, Peggy. *How Babies Learn To Talk.*
		Pamphlets: *Baby Talk, Stuttering,* Human Relations Aids.
2. 4-5 year old	Read and discuss *Teach Your Child To Talk.* pp. 93-96.	Books: Cazden, Courtney B. (ed.). *Language in Early Childhood Education,* National Association for Education of Young Children. Lavatelli, Celia (ed.). *Language Training for Early Childhood Education.*
	View slides and tape show: *Teach Your Child To Talk.*	
	Summarize a 4- to 5-year-old child's speech and language development.	
	Listen to a tape of preschool children's speech, use of language, etc. What do you find common, what errors in speech are typical, what errors in grammar?	Specialist: Speech clinician.
Analyze how the developmental process in speech and language related to motor development and to social interaction.	Listen to a presentation on how sounds are produced and the relationship between motor development and speech and language development.	
	Participate in a discussion on the importance of (1) giving child new experiences, (2) talking to him (self-talk and parallel talk) (3) listening to him for development of speech and language.	
	Listen to a group of preschool children for ways they use language to communicate with each other.	

Objectives	Parent Activities	Resources
Describe the effect of parental reactions on the speech and language development of preschoolers. 1. Enjoyment	Discuss the importance of expressing your pride and enjoyment in your child and responding positively to child's attempts at speech.	†Article: Engle, Dean, and Helford, Isadore. "Stuttering Is a Family Affair," from the book *Psychopathology of Childhood*, by Jane W. Kessler.
	Read "Stuttering is a Family Affair."	
	Read *Teach Your Child To Talk*, pp. 77-80 and discuss concept of normal nonfluency and how to deal with it.	
	Discuss possible reasons child of 4 years might use "unacceptable language" and how to handle it.	
Develop techniques of working with child for growth in speech and language development. 1. 3-4 year old 2. 4-5 year old	Read *Teach Your Child To Talk*, pp. 82-91 for the 3-4 year old or pp. 97-104 for the 4-5 year old.	Kit: Staff of Developmental Language and Speech Center. *Teach Your Child To Talk* (handbook, tape, slides). CEBCO/Standard Publishing Co.
	‡Have puppets, toy telephones, etc., available to encourage use of language.	
	Observe language activities in classroom as presented by teacher, e.g., finger plays.	Book: Scott, Louise B., and Thompson, Jess J. *Rhymes for Fingers and Flannelboards.*
	‡Use flannelboard stories which promote language development, i.e., "Puff Puff's Easter Bonnet," "Turkey Urkey," or "The Washing Machine.	
	Prepare a list of activities which would promote speech and language development.	
	HOME: Describe activities which encourage speech and language development. For example, encourage your child to retell or make up a story or allow your child to talk and sing using a tape recorder.	
	Note to Teacher: Remind parents to record child's speech progress in developmental record.	
Define prereading and identify the expression of reading readiness.	Read and discuss "From First Cry to Ready To Read" handout to view the progression of development.	Handout: "From First Cry to Ready To Read."
	Participate in a discussion on what a child needs before he is ready to read. Work from puzzle of five developmental areas. Describe needs in each area.	†Book: Arnold, Arnold. *Teaching Your Child To Learn*, pp. 166-174. Handout: "Puzzle on the Five Developmental Processes."
	Listen to a reading specialist, kindergarten or first grade teacher talk on reading readiness.	Pamphlet: *Helping Children Read Better*. Witty, Paul.
	Discuss the importance of a child's motivation to learn to read, the possible effect of pressuring him, the importance of recognizing individual differences.	Books: Dodson, Fitzhugh. *How To Parent*, pp. 261-270. †Ames, Louise, and Chase, Louise. *Don't Push Your Preschooler*, chapters 7 and 8.

Objectives	Parent Activities	Resources
Make decisions on when to introduce reading to a child.	Listen to or parcipate in a debate — Early Reading, Pro and Con. Visit an early education center where 3 and 4 year olds are taught to read.	Schools: Early Learning Center, e.g., Winchester School — Takoma Park, Town and Country Schools, Montessori Schools.
Develop strategies to prepare a child for reading. 1. Reading to your child 2. Giving child experiences and understanding	Discuss the importance of reading to and with your child. Read and discuss "Reading to Young Children" handout. Prepare with class a book display of good books to read with children. Be prepared to explain why you made your selection — what is book's appeal to child. HOME: Go to the children's section of the library with your child.	†Book: Montgomery County Public Schools. *Prereading.* Doman, Glenn. *How To Teach Your Baby To Read.* **Note to Teacher:** This is a controversial book and needs to be presented as such. Handout: "Reading to Young Children."
	Review the importance of giving child language practice, a variety of experiences, and a change to manipulate his environment.	
3. Developing specific reading skills	Listen to a presentation of the various approaches to teaching early reading, e.g., reading kits, language experience approach, phonics, writing. Participate in preparing for class an exhibit of interesting beginning reading books — include those without words and those extremely simple. **Note to Teacher:** All of the above activities are as important in strengthening the parent-child relationship as they are for preparing the child for learning.	Larrick, Nancy. *A Parent's Guide to Children's Reading.* Marzollo, Jean, and Lloyd, Janice. *Learning Through Play,* chapter 3. Specialists: Reading specialist Kindergarten teacher First grade teacher Children's librarian Book: Cianciolo, Patricia, editor. *Picture Books for Children.*

GOAL: To Understand the Intellectual Development of the Preschooler

Objectives	Parent Activities	Resources
Define the process of creativity in young children.	Define the term "creativity" with teacher and group — include imagination and fantasy in definition as well as the difference between divergent and convergent thinking.	Books: Taylor, Barbara. *A Child Goes Forth,* chapters 2 and 4. Smart, Mollie, and Smart, Russell. *Children: Development and Relationships,* pp. 280-292.
	Discuss its importance in a child's development and learning. Through what means does a child express himself creatively?	
	Play creative games to get a better understanding of creative thinking, e.g., how many uses can you think of for a brick or a hanger or a broom around the house.	
	Work with clay, fingerpaints, or blocks and discuss how you feel when working with these materials. How is this the same or different than young children might feel.?	
	Describe ways a child expresses himself creatively, e.g., in language, body movement, dramatic play, art work, etc.	
	View filmstrip: *Learning Everyday.*	Filmstrip: *Learning Everyday,* from the series Preparing the Child for Learning, Parents' Magazine Films.
	Develop a list of play materials which encourage creative expression, e.g., blocks.	
	Describe activities or materials in classroom which encourage creative expression. Record and note how teacher presents activity; the role she plays while the child is involved in an activity.	
1. Encourage creative expression through art	Listen to a presentation on how to talk to and help a child with art work.	
	Note to Teacher: See appendix "The Painting" for illustration of creative thinking and language to use with child.	
	Discuss how coloring books discourage creativity.	Appendix: "The Painting."
	Look at examples of preschool art and discuss in terms of creative expression and of development through ages 6 or 7.	
	Observe a child involved in painting, pasting, clay work, etc., noting the creative process rather than the product.	Books: Arnold, Arnold. *Teaching Your Child To Learn.* Cole, Ann, *et al. I Saw a Purple Cow and 100 Other Recipes for Learning.* Jorde, Paula. *Living and Learning Through Children,* chapter 4.
	Record art activities presented by teacher to try at home.	
	HOME: Review "Encouraging Creative Expression Through Art" handout. Record and discuss.	Handout: "Encouraging Creative Expression Through Art."

Objectives	Parent Activities	Resources
	Do selected art activities with children.	
	HOME: Set up a creativity corner with basics of crayons, scissors, paste and scraps and junk.	
2. Encourage creative expression through music and rhythms	Participate in a discussion on (1) the importance of music to a child's development, (2) ways to use music with young children, e.g., activity records, rhythm instruments, singing.	Books: Marzollo, Jean, and Lloyd, Janice. *Learning Through Play.* Vermeer, Jackie, and Lariviere, Marian. *The Little Kid's Craft Book.* Gordon, Ira. *Child Learning Through Child Play.*
	Observe teacher doing music activities with group, note how she involves children, pick one child and note his/her responses, what purposes might this activity serve?	
	Read and discuss "Encouraging Creative Expression Through Music" handout.	Handout: "Encouraging Creative Expression Through Music."
	HOME OR CLASS: Listen to activity records for children; join your child in enjoyment of them.	Books: Sheehy, Emma. *Children Discover Music and Dance.* Rowen, Betty. *Learning Through Movement.*
	Watch a demonstration on making rhythm instruments from scrap.	Records: Jenkins, Ella. *Play Your Instruments and Make a Pretty Sound.*
	HOME: Make rhythm instruments from old coffee cans, pie plates, sticks, paper cups, etc. See how creative you can be.	Hallum, Rosemary, and Glass, Henry. *Activities for Individualization in Movement and Dance.*
	‡Lead a music activity with class, e.g., sing along, marching, dancing, rhythm claps, and stamp, keep an activity record, etc.	Palmer, Hap. *Homemade Band.* Glass, Henry, and Hallum, Rosemary. *Rhythm Stick Activities.*
Describe the importance of perception in the intellectual development of young children.	Read and discuss "How Children Learn" handout. Emphasize the role of perception in learning.	Handout: "How Children Learn."
	Listen to a presentation and/or read about Maria Montessori and the education of the senses.	Books: National Association for the Education of Young Children. *Montessori in Perspective.* Montessori, Maria. *Childhood Education.*
	Observe one child in the class, record all activities that he/she participates in. Note how he/she used senses to learn, whether activity could help develop any of five senses.	
	Read suggestions for activities to develop sensory awareness.	
	Observe a Montessori school or a demonstration of Montessori teaching materials.	Books: Gordon, Ira. *Child Learning Through Child Play.* †Arnold, Arnold. *Teach Your Child To Learn.*
	With the class compile a list of suggested activities to sharpen each sense.	†Jorde, Paula. *Living and Learning with Children.*
	Demonstrate in class an activity to use with preschoolers to sharpen perception.	Lorton, Mary. *Workjobs.* Taylor, Barbara. *A Child Goes Forth.*
	HOME: Set up activities at home based on classroom suggestions for perceptual development of your child.	

Objectives	Parent Activities	Resources
	§Note to Teacher: Activities related to perception can be used for early identification of visual, auditory and other problems.	Book: Taylor, Katherine. *Cognitive Tasks for Preschoolers.*
Describe how young children develop concepts.	Review "How Children Learn" handout.	Handout: "How Children Learn."
	Define the term "concept" in a group discussion.	
	Read *Child Development,* pp. 345-353 and chapter 14 or *A Child's Mind,* chapter 12.	Books: Hurlock, Elizabeth. *Child Development.* Beadle, Muriel. *A Child's Mind.* Montessori, Maria. *Childhood Education.* Standing, E. M. *Maria Montessori: Her Life and Work.* Standing, E. M. *The Montessori Method: A Revolution in Education.* Cole, Ann, *et al. I Saw a Purple Cow and 100 Other Recipes for Learning.* †Dale, Edgar. *Audiovisual Methods in Teaching.*
	Participate in a discussion, How do small children develop concepts, i.e., sensory exploration, motor manipulation, questioning, pictures, and mass media.	
	Listen to a presentation on Dale's cone of experiences. Discuss the implications in terms of parents helping children.	
	List with group several concepts a young child is learning, e.g., time, color, space, causal relationships, etc.	
	Study "Stages of Concept Formation" handout.	Handout: "Stages of Concept Formation."
	Using concept of "Daddy," show development of concepts from infancy to school age to 6.	
	Play games with "attribute blocks," grouping, labeling them, etc. Teacher will create a nonsense word describing an attribute of a grouping, e.g., "yarf," to mean round, try to determine the meaning of the made-up word. Relate experiences to ways children learn concepts.	†Teaching Aid: Attribute Logic Blocks, Invicta Plastics Ltd. Book: Arnold, Arnold. *Teaching Your Child To Learn.*
	HOME: With own child, work on color, space, animism, causal relationships. Record comments. Discuss in class.	Specialist: Toy Librarian Books: Gordon, Ira. *Child Learning Through Child Play.* State Board of Education, Illinois Office of Education. *Pots and Pans: Activities for Parent and Child.* Almy, Millie. *Young Children's Thinking.* Pulaski, Mary. *Understanding Piaget.* Piaget, Jean. *The Origins of Intelligence.* Ginsberg, Herbert, and Opper, Sylvia. *Piaget's Theory of Intellectual Development.*
	Observe a toy demonstration on how a specific toy can be used to teach a concept.	
	Demonstrate suggested activity to assist preschooler in development of a concept.	
	HOME: Use toy with own child. Discuss results with class.	
	Demonstrate to class the use of a toy in teaching a specific concept, e.g., peg board and spatial relationships.	
	Read about Piaget's theories.	
	View film: *Foundations of Reading and Writing.*	†Film: *Foundations of Reading and Writing,* Campus Films.

Objectives	Parent Activities	Resources
Describe how children develop problem-solving skills: 1. Comparing	Participate in a discussion on the importance of problem-solving skills in today's world. Include the issue of teaching preschoolers, do we want to teach a body of information or problem-solving skills?	Pamphlets: *Conditions for Learning,* DHEW. *The Ways Children Learn,* DHEW. Book: Westlake, Helen. *Children,* pp. 153-155.
2. Organizing	Listen to a presentation on the factors which are part of problem solving, i.e., comparing, organizing, anticipating results, decision-making opportunities.	
3. Anticipating results	View filmstrip: *How a Young Child's Mind Grows.*	Filmstrip: *How the Young Child's Mind Grows* from the series Preparing the Child for Learning, Parents' Magazine Films.
4. Decision making	Give examples of activities in which children can develop problem-solving skills by: 1. Comparing 2. Organizing 3. Anticipating results 4. Making decisions	
	‡Have pictures or wallpaper samples to match, match objects by textures, shape, size or color.	
	Observe classroom, note activities which allow children opportunities for problem solving.	
	Listen to the teacher work with the children. Record questions and comments she makes which encourage children in problem solving.	
Analyze the relationship of other needs and behaviors to the intellectual development of the preschool child.		
	Note to Teacher: See reading readiness section under speech and language for more activities and resources.	
1. Attention span	With group list factors which affect the attention span of a child, e.g., activity level of the child, nature of the activity, subject matter, method of presentation, health of the child.	
	Discuss what is a reasonable length of time one can expect a 3 or 4 year old to stick to an activity. Would it depend on the activity?	Books: Chess, Stella, *et al. Your Child Is a Person,* pp. 32-34. Bell, T. H. *Your Child's Intellect,* pp. 22, 123-124.
	Discuss how attention span affects learning.	Article: Broman, Betty L. "The Short Attention Span — Fact or Myth," *Childhood Education,* Dec., 1970, vol. 47, no. 3, pp. 156-158.
	Read "The Short Attention Span — Fact and Myth."	
	Observe several children of the same or varying ages at play. Record age, length of time at each activity. Compare according to age, individual differences.	

Objectives	Parent Activities	Resources
2. Readiness a. Physical	Describe factors other than intelligence which affect learning and intellectual development, i.e., motor development, self-concept, social contact, opportunities to learn.	
	Listen to a presentation on the concept of readiness, how learning is sequential. Listen to a presentation on the relationship of motor development and intellectual processes and discuss in terms of readiness to learn.	Pamphlet: Kiester, Dorothy. *Who Am I? — The Development of Self-concept*, Learning Institute of North Carolina.
	Read and discuss definition of readiness in *Child Development*, p. 137.	Books: Hurlock, Elizabeth. *Child Development.*
	Read and discuss section on readiness in *Good Schools for Young Children*, pp. 158-200.	Leeper, Sara. *Good Schools for Young Children.*
	Read in Piaget and Montessori on sequential learning.	Book: Montessori, Maria. *Discovery of the Child.*
	View filmstrips on sequential learning.	Filmstrip: *A Piaget Preschool Program in Action*, Knowledge Tree Films.
	Participate in a discussion on the differences between stimulating and encouraging a child's intellectual development and pressuring him to learn. What might the results of pressuring be?	
	Note to Teacher: Refer to the goal on emotional needs of the preschooler.	
b. Social-Emotional (self-concept)	Participate in a discussion on how one's view of her/himself affects his ability to learn. Discuss why would success exprериences be needed in learning? How can you arrange for success expreiences for your child?	Books: Herron, R. E., and Sutton-Smith, Brian. *Child's Play.* Radler, Don with Kephart, Newell. *Success Through Play.* McLellan, Joyce. *The Question of Play.* Ellis, M. J. *Why People Play.* Caplan, Frank, and Caplan, Theresa. *The Power of Play.* Dodson, Fitzhugh. *How To Parent*, pp. 74-75. Arnold, Arnold. *Teach Your Child To Learn*, pp. 17-25.
Analyze and describe parental reactions to preschoolers' intellectual development around the following issues: 1. Is he/she just playing?	Participate in a discussion, your reaction to the statement "Play is the work of children." View film: *Water Play.* View film: *Dramatic Play.* In small group discussions, list what a child might be learning in play, categorize by social, intellectual, motor development. Use examples of block building, sand or water play.	Films: *Water Play for Teaching Young Children*, New York University. *Dramatic Play, An Integrative Process for Learning*, Campus Films.

Objectives	Parent Activities	Resources
2. How I cope with his/her constant exploration, experimentation, and questioning.?	Discuss feelings related to coping with a preschooler's constant exploration, experimentation and questioning.	
	Describe ways you try to meet your own needs for time, order, etc., in relation to this problem.	†Organization: Advisory and Learning Exchange.
Devise strategies to assist and encourage the preschooler's intellectual development by: 1. Creating a learning environment	Develop and discuss definition of the term "learning environment" (an atmosphere where a child can safely explore, experiment, and manipulate).	Pamphlet: *Beautiful Junk*, DHEW.
	Observe a preschool classroom, "The Learning Environment," for ideas on creating a learning environment at home.	Handout: "The Learning Environment."
	Participate in a discussion on "How to set up a learning environment at home."	
2. Selecting play materials	Read "A Guide to Play Materials," pp. 50-54. Based on knowledge of how a young child learns, devise criteria for appropriate play materials keeping in mind safety, diversity of use, cost, etc. Using criteria, list 10 to 15 items you would include in an emergency kit for your child's learning and play. Explain why you chose each. View a class demonstration on making free and inexpensive toys. List household items with which a young child could play. Demonstrate to class a free or inexpensive toy you made and how to use it.	†Article: "A Guide to Play Materials" from *Play: Children's Business*, Association for Childhood Education International. *Pamphlets: Choosing Toys for Children of All Ages*, American Toy Institute. *Fun in the Making*, DHEW. Books: Dodson, Fitzhugh. *How To Parent*, pp. 329-359. Arnold, Arnold. *Teach Your Child to Learn*, pp. 25-33. Gesell, Arnold, *et al. Infant and Child in the Culture of Today*, pp. 383-392.
3. Selecting play activities	Review activities to aid in perception, concept development, creativity, problem solving. Read *Play: Children's Business*. Discuss the importance of outdoor play to a young child's development. Make suggestions for apartment bound or suburban parent and preschooler for outings and activities. Share ideas for interesting and appropriate outings with preschoolers. Check local flyers, newspapers, etc., for activities and classes for preschool children.	Books: Carson, Joan C. *Parent Power Primary Activities for the Home*. Cole, Ann, *et al. Recipes for Fun*. Cole, Ann, *et al. More Recipes for Fun*. Cole, Ann, *et al. Recipes for Holiday Fun*. Post, Elizabeth (ed.). *Going Places with Children in the Washington Area*, Greenacres School. Pamphlet: *Children's Business*, Association for Childhood Education International. Calendar: "Ask Me," Children's Museum of Inquiry and Discovery.

Objectives	Parent Activities	Resources
4. Teaching specific concepts a. Math concepts	Read about teaching specific concepts to children.	Books: Taylor, Barbara. *A Child Goes Forth.* Steffe, Leslie (ed.). *Research on Mathematical Thinking of Young Children.* Marzollo, Jean, and Lloyd, Janice. *Learning Through Play,* chapters 6 and 8. Jorde, Paula. *Living and Learning with Children,* pp. 25-40.
	Review the importance of giving children experiences and opportunities to explore and manipulate their environment.	
	Discuss the following quote by Jerome Bruner on the process of education. "The foundations of any subject may be taught to anybody at any age in some form." Do you agree?	
	Observe in classroom and consider the following issues: (1) What math concepts are being taught, e.g., more-less, larger-smaller, under-over, longer-shorter, measurements and sets. (2) What activities does the teacher use to teach math concepts? (3) What approach does she use to introduce materials? Watch a child at work.	†Books: Lorton, Mary Baratta. *Workjobs,* pp. 129-238. Board of Cooperative Educational Services of Nassau County. *While You're At It.* Seefeldt, Carol. *A Curriculum for Child Care Centers,* chapters 10, 11, and 12.
	HOME Use "Teaching Math Concepts" handout.	Handout: "Teaching Math Concepts."
	Discuss what materials you could use at home to teach, e.g., buttons, noodles, strips of paper.	Book: Leeper, Sara. *Good Schools for Young Children.*
b. Science concepts	Discuss "The inquisitive nature of children makes them natural scientists." Do you agree?	
	‡Plant bean seeds in clear plastic cups and watch them grow.	†Book: Althouse, Rosemary, and Main, Cecil. *Science Experiences for Young Children.*
	‡Collect leaves and make leaf prints — talk about shape, color, etc.	
	Keep a record of activities which the teacher uses to impart scientific knowledge, e.g., work with plants, seeds, leaves, bubbles, water (temperature and changes, what things float) light, magnets.	
	HOME: Try simple activities with child which teach science concepts "Teaching Science Concepts" handout.	Handout: "Teaching Science Concepts."
	Demonstrate a science-oriented activity with children.	
c. Social studies concepts, e.g., community helpers, holidays, the neighborhood	Observe and keep a record of activities which the teacher uses to teach social studies concepts, e.g., my neighborhood — a trip to the fire station, making Indian costumes and drums, singing Indian songs.	

Objectives	Parent Activities	Resources
	HOME: Discuss with your child the concepts of where he lives — city or country, who are my neighborhood helpers, what my street name is, etc. Make a home workers chart with the child. List the roles and responsibilities of each family member. Bring chart to class and discuss your child's perceptions.	

GOAL: To Understand and Encourage the Motor Development of the Preschooler

Objectives	Parent Activities	Resources
Discuss the following factors which influence motor development: 1. Physiological readiness 2. Method of learning 3. Individual differences 4. Opportunity to learn 5. Practice 6. Guidance 7. Motivation	Read *Child Development.*	Books: Hurlock, Elizabeth. *Child Development,* pp. 133-153. Cratty, Bryant. *Perceptual and Motor Development in Infants and Children.* Chaney, Clara M., and Kephart, Newell, *Motoric Aids to Perceptual Training,* chapter 1. National Association for the Education of Young Children. *The Significance of the Young Child's Motor Development.* Westlake, Helen. *Children,* chapter 6.
	Read *Perceptual and Motor Development in Infants and Children,* chapters 2-7.	
	Listen to a presentation on factors influencing motor development.	
	In discussion, separate factors which can be influenced by others and those which are intrinsic.	
	Discuss the significance of the following factors: opportunity to learn, practice, guidance, motivation in your child's motor development.	
Observe and describe the sequence of motor development in the following areas: 1. Head 2. Trunk 3. Arms and hands a. Handskills b. Handedness 4. Legs and feet 5. Hand preference	Listen to a presentation on law of developmental direction.	
	Participate in a discussion on the implications of developmental direction on the child's development and on parental expectations.	
	Read *Child Development,* pp. 141-146 on hand skills or *Children,* pp. 217-226.	
	Trace in class the development of hand skills in one or more of the following areas: self-feeding, self-dressing, self-grooming, writing, block building in the child from birth to five years.	
	Discuss the child's hand skills and relate to parental expectations.	
	Read *Children,* pp. 104-108.	Book: Smart, Mollie, and Smart, Russell. *Children: Development and Relationships.*
	Listen to a presentation on hand preference, when it develops, whether to discourage a preference for the left hand. Discuss.	Pamphlet: *Motor Growth and Development,* Parent-Child Early Education Program.
	Note to Teacher: Experts say strong hand preference often is not developed until six or seven years.	
Analyze the interrelationship of other needs and behaviors to motor development. 1. Physical factors	Listen to a presentation on how nutrition, body height, weight, skeletal development, posture, illness and accidents affect development. Give examples of the above.	Specialists: Physical therapist Physical education specialist
2. Individual differences a. Sex b. Growth rate and pattern c. Quality of performance (speed, power, accuracy)	Use log book and/or "Your Unique Child Profile" handouts to record and describe own child's motor development.	Handouts: "Developmental Log Book." "Your Unique Child Profile."
	Listen to a presentation on the effect of sex differences, growth rate and patterns on development.	Books: Smart, Mollie, and Smart, Russell. *Children: Development and Relationships.* Hurlock, Elizabeth. *Child Development.*
	Define by examples what is meant by quality of performance in motor development. Be sure to consider fine motor development.	

Objectives	Parent Activities	Resources
	Discuss the importance of recognizing individual differences in motor development and the implication of guiding, not pushing a child's development.	
3. Emotional needs a. Self-image b. Drive for independence c. Body awareness	Discuss how body image can affect self-image in terms of sex, body build, weight, or stereotypes. Observe a child and describe how strivings for independence are manifested in motor activities.	
	‡For body awareness — play Hap Palmer activity records. *Learning Basic Skills,* vol. I and *Getting To Know Myself.*	
	Discuss the significance of a preschooler learning body parts and their function. Practice with child.	Records: Palmer, Hap. *Learning Basic Skills,* vol. I. *Getting To Know Myself.*
	View filmstrip: *Body Awareness and Gross Motor Abilities.* Discuss.	Filmstrip: *Body Awareness and Gross Motor Abilities,* Approaches to Learning Series.
4. Speech coordination	Observe teacher doing body awareness activities with children, e.g., Hokey Pokey. Try activities at home.	
5. Cognitive development	HOME: Note your child's growth in cognitive skills resulting from motor activities, i.e., labels: names body parts; predicts next move in game or dance; evaluates difficulty or ease of task; synthesizes; describes abilities to do something.	
6. Social skills	Discuss motor activities which a preschooler does with parents, siblings, peers, and what effect it may have on social interaction.	
	§**Note to Teacher:** Remind parents to record steps in child's development in the "Developmental Log Book."	
Describe and analyze parental reactions to a preschooler's motor development. 1. Rate of development	Discuss your feelings regarding your own child's rate of development and activity level, coordination and balance.	
2. Need for activity	Describe strategies which gives the preschooler an outlet for his energy and helps to develop his body.	
3. Need to learn to control movements	Observe the teacher demonstrating slow controlled single arm or leg motions which counteract overactivity or to allow for relaxation.	

Objectives	**Parent Activities**	**Resources**
Use techniques to enhance large muscle development.	Suggest activities and/or play equipment which will support large muscle development. Discuss in terms of balance, coordination, movement, strength. How does this compare with the equipment on a typical playground? ‡Provide climber, slide, balance beam, balls for bouncing, work-bench, large cars and trucks for the children. HOME: Use activities which promote large muscle development. Record comments. Discuss.	Records: Palmer, Hap. *Songs in Motion — Fine Motor Activities; Songs in Motion — Gross Motor Activities; Listening and Moving — Pretumbling Skills for Impulse Control; Listening and Moving — Relaxation Training: Learning Basic Skills Through Music.* Book: Cratty, Bryant. *Active Learning.*
	Use motor skill records for enjoyment, skill building, and relaxation.	Children's Books: Wikland, Ilon. *See What I Can Do!*
	Demonstrate an activity useful in enhancing large muscle development in preschool children.	Book: Carr, Rachel. *Be a Frog, a Bird, or a Tree.*
Use techniques to enhance small muscle development.	Describe play materials useful in developing small muscle coordination. Discuss in terms of balance, coordination, movement, strength. Observe teacher demonstrate proper pencil (crayon) and scissors hold. Practice this with child. HOME: Use activities which promote small muscle development. Record comments. Discuss. Demonstrate an activity useful in developing small muscle control in preschool children.	
Use techniques to support continued eye-hand coordination.	Observe children in the classroom. List activities which develop eye-hand coordination, e.g., lacing board, scissors.	

GOAL: To Recognize the Health and Safety Needs of Preschoolers

Objectives	Parent Activities	Resources
Describe concerns regarding bathing the preschooler.	**Note to Teacher:** Remember to periodically assess the effectiveness and relevancy of your teaching.	
	Discuss safety factors and ways to cope with child's fears and activity level.	
	Discuss importance of bathtime, other than cleanliness, e.g., pleasure, relaxation, learning, etc.	
	‡Read *Harry the Dirty Dog* on keeping clean.	Children's Book: Zion, Gene. *Harry the Dirty Dog*.
	‡Have children listen to *Songs to Grow on for Mother and Child*, "Swim-y Swim, Swim" and "Wash-y Wash, Wash".	Record: Guthrie, Woody. *Songs To Grow on for Mother and Child.*
Discuss appropriate clothing for a preschooler.	Listen to a presentation and discuss preschooler's interest in dressing and undressing self and making choices, what expectations parents should have of preschooler's abilities to do so and how to cope with these situations.	
	Read *The Developing Child*, pp. 180-187.	Book: Brisbane, Holly, with Riker, Audrey Palm. *The Developing Child.*
	Discuss which clothes are most practical for a preschooler, how stage of development affects choice of clothes; how to care for clothes; how to pick shoes for preschooler.	
Identify hazards to the preschooler's safety. List methods of prevention.	Read *A Parent's Guide to Child Safety*, pp. 1-43.	Books: Fontana, Vincent. *A Parent's Guide to Child Safety.* †Boston Children's Medical Center, *Child Health Encyclopedia.* †Film: *Accidents and Safety*, Rocom.
	View film: *Accidents and Safety*.	
	Discuss characteristics of three and four year olds which make them especially prone to accidental injury (i.e., curiosity, increased mobility, neighborhood friends.)	
	List in group the most common types of accidents which occur in third and fourth years of life (i.e., poisoning, burns, drowning, falls, injestion of foreign objects and motor vehicle accidents.)	
	Listen to a presentation discussing what a parent can teach a preschooler about safety.	Pamphlets: *A Handbook of Child Safety*, Gerber Products Co. *Protecting Infants and Toddlers from Accidents*, Pampers. *A Safe Home for Children*, Mead-Johnson.

Objectives	Parent Activities	Resources
	HOME: List daily routine of your preschooler and possible hazards he might encounter and also which times are more hazardous than others 1. Feeding — kitchen 2. Walking, climbing, running 3. Bathing — bathroom and medicine 4. Playing — indoors and outdoors 5. Tricycles 6. Crossing the street 7. Swimming 8. Riding in a car	
	Discuss and list precautions parents should take in each area of possible hazard.	
List plan of action for the following emergencies: 1. Fire 2. Burns 3. Electric shocks 4. Poisoning 5. Drowning 6. Cuts, scrapes, punctures 7. Choking or asphixiation	Prepare a list of emergency phone numbers for your home. Devise an escape plan for your family. Listen to a presentation on emergency equipment to have in the home (i.e., poison antidotes, fire control devices, first aid materials). Read pamphlet, *Panic or Plan.*	Pamphlets: *First Aid Manual,* American Medical Association. *Panic or Plan,* Metropolitan Life. *Protecting Infants and Toddlers from Being Poisoned,* Pampers. Speakers: Local fire department. Local Red Cross.
	Check safety of your own child's environment and make necessary changes.	Appendix: "The Child's Concept of Illness."
	Read "Common Poisonous Plants" handout.	Handouts: "Common Poisonous Plants." "Choosing a Physician."
Recognize the feelings and possible resultant behavior of a sick or injured child.	Listen to a presentation on how a child feels and acts when he is sick or injured. See Appendix. Discuss possible reasons for changes in behavior during illness or after an injury. Relate to behavior of own child during illness and discuss.	
Recognize reactions and feelings that parents may have when their child is sick or injured.	Listen to a presentation of how parents might feel when their child is sick or injured, i.e., worried, fearful, anxious, feelings of incompetency to care for child, helplessness, guilt, frustrated which may lead to anger, overprotection of the child. Discuss and relate to your own feelings and experiences.	
Identify routine health care procedures for the 2½- to 5-year-old child. 1. Medical	Listen to a presentation discussing the importance and procedures of regular physical check-ups and immunizations. "Choosing a Physician" handout.	Specialists: Public health nurse Dentist Dental hygienist Physician
2. Dental	Listen to a presentation concerning dental health and nutrition; when and how to introduce brushing of teeth.	

Objectives	Parent Activities	Resources
Recognize the following common health problems and how to deal with them: 1. Respiratory infection 2. Gastrointestinal infection 3. Allergic reactions	Listen to a presentation on treating minor illnesses at home. "When To Call the Doctor: Information Your Doctor Will Want To Know When Your Child Is Sick" handout. Read *Child Care;* "Respiratory Problems," pp. 104-114; "Troubles in the Digestive Tract," pp. 137-148; "Allergy," pp. 83-98. Read pamphlets: *Facts About Allergy; Allergy Research, An Introduction.*	Handout: "When To Call the Doctor: Information Your Doctor Will Want To Know When Your Child is Sick." Book: *Child Care Manual,* Rocom. Pamphlets: *Facts about Allergy,* Mead-Johnson. *Allergy Research, An Introduction,* DHEW.
★Develop activities appropriate for a sick or convalescing child.	Read and discuss "Activities for Sick and Convalescing Children" handout. Read *I Saw a Purple Cow and 100 Other Recipes for Learning.* See contents on pp. 10-11 for activities for sick children.	Book: Spock, Benjamin. *Caring for Your Disabled Child.* Handout: "Activities for Sick and Convalescing Children." Book: Cole, Ann *et al. I Saw a Purple Cow and 100 Other Recipes for Learning.*
Establish criteria on day care and babysitting for the child.	Read and discuss pamphlets: *Day Care for America's Children; 20 Questions and Answers about Child Care in Montgomery County, Maryland; How To Choose a Day Care Center; Day Care Checklist.* Listen to a presentation on child care facilities available in the community. Describe ideal characteristics of a child care worker and child care center in a small group discussion and prioritize those that are essential and highly desirable. Do above activity in regard to a babysitter. View filmstrip: *Babysitting: The Job — The Kids.* Develop an instruction list for the babysitter, including emergency phone numbers, bedtime for child, etc. Read *The Pocket Guide to Babysitting.* Describe ways a child might express his feelings about being separated from his parents. Discuss ways to facilitate child's transition and adjustment to day care or with a babysitter.	Pamphlets: *Day Care for America's Children,* Public Affairs Committee. †*20 Questions and Answers about Child Care in Montgomery County, Maryland.* Montgomery County 4C Council. *Day Care Checklist: Home Care, Family Day Care Homes, Day Care Centers.* Organization: Montgomery County Coordinated Community Child Care Council. Pamphlets: *Early Childhood Programs in Montgomery County.* *Choosing Child Day Care,* State of Maryland Department of Health and Mental Hygiene. Filmstrip: *Babysitting: The Job — The Kids,* Guidance Associates. Pamphlet: *The Pocket Guide to Babysitting,* DHEW.

GOAL: To Make Decisions Regarding the Education of the Preschooler

Objectives	Parent Activities	Resources
	Note to Teacher: Also refer to sections on day care in health and safety goal and needs of parents goal.	
Determine the value of nursery school for 3- and 4-year-old children.	Describe the possible advantages and disadvantages to a child and to a parent of attending a nursery school or day care center. Read about selecting school experiences for young children. Listen to a panel of mothers who have children in nursery school describe what benefits their children are receiving.	Books: Leeper, Sara. *Good Schools for Young Children.* Beck, Helen. *Don't Push Me, I'm No Computer,* pp. 79-105. Chess, Stella, *et al. Your Child Is a Person,* chapter 17. Read, Katherine. *The Nursery School: A Human Relationships Laboratory.* Pitcher, Evelyn G., and Ames, Louise B. *Guidance Nursery School.* Dodson, Fitzhugh. *How To Parent,* pp. 177-181.
Distinguish the qualities of a good school for young children.	Listen to a presentation on the importance of evaluating preschool programs before selecting the best one for you and your child and the differences between nursery schools and day care centers.	Pamphlet: *Some Ways of Distinguishing a Good Early Childhood Program,* National Association for the Education of Young Children.
1. Health and safety factors	Read and discuss "Thinking about Nursery School?" handout. Read the checklist in *Some Ways of Distinguishing a Good Early Childhood Program.* In small groups, develop a checklist of health and safety factors to look for when choosing a nursery school.	
2. Adult guidance	Given your knowledge of growth and development and how children learn, discuss: What roles adults should play in the nursery school program, what type of personality would you expect from the teacher, what relationship should there be between adults and children, and what is an ideal adult/child ratio? Working in small groups, develop a checklist to evaluate adult participation in the school.	
3. Facilities and play materials	Note the equipment and play space available in classroom. Talk about the purposes and needs for equipment and space. Develop a basic list of needs — facilities and equipment — indoor and outdoors for preschool classes in a small group discussion. Observe several schools; use a checklist to help evaluate each one.	

Objectives	Parent Activities	Resources
	NOTE: Most preschools hold open houses in early spring, but welcome visitors if prearranged at other times.	
	Based on your checklist — decide which school would best meet developmental needs of the child.	
Identify some basic philosophical and organizational differences in preschool education. 1. Montessori schools	Listen to a speaker describe a Montessori school, its purpose, equipment, routines, etc. Read about Montessori schools in America. Visit a Montessori school.	Specialists: Representatives from: Montessori schools; Cooperative schools; Early Learning Centers; Schools based on Steiner philosophy, IPS-run schools; Schools based on Summerhill philosophy.
2. Cooperative preschools	Listen to a panel of mothers involved in a cooperative preschool describe purposes, routines, parent participation, benefits to a parent. Visit a cooperative nursery school.	Book: *Montessori in Perspective,* National Association for the Education of Young Children. Books: Orem, R. C. *The Montessori Method.* Neill, A. S. *Summerhill.*
3. Early learning centers	Listen to a teacher from an Early Learning Center Preschool (usually a private school) discuss purposes, routines, equipment, etc.	Organization: Montgomery County Council of Cooperative Nursery Schools.
4. Others: Church based schools Schools based on philosophy of Rudolf Steiner Individual Psychology Association (Rudolf Dreikurs) Summerhill (A. S. Neil)	Visit an Early Learning Center.	Pamphlet: *Early Childhood Programs in Montgomery County,* National Organization for Women, Montgomery County Chapter.
Select a nursery school based on individual child and parent needs. 1. Child's needs	HOME: Considering the needs of your individual child, what type of nursery school might best suit him/her? What times, what frequency of attendance would be best? HOME: Visit several nursery schools in your neighborhood. Use checklists to compare them.	
2. Parents' needs	Discuss what needs of parents should be considered when selecting a nursery school, e.g., location, times, day-care availability, costs, transportation, etc.	

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ORGANIZATIONS

Advisory and Learning Exchange, 1101 15th Street, NW., Washington, D.C. 20005

American Society for Psychoprophlaxis in Obstetrics, P.O. Box 997, Adelphi, Maryland 20783.

Childbirth Education Association, Box 5078, Alexandria, Virginia 22305.

Individual Psychology Association of Greater Washington, Box 11, Gartett Park, Maryland.

LaLeche League, 2710 N. Wyoming, Arlington, Virginia.

Maryland Council of Parent Participation (Cooperative) Nursery Schools, 12601 Two Farm Drive, Silver Spring, Maryland 20904.

Montgomery County Community Coordinated Child Care Council, 301 E. Jefferson Street, Rockville, Maryland 20850.

Parent and Child, Inc., 420 University Blvd. E., Silver Spring, Md. 20910.

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